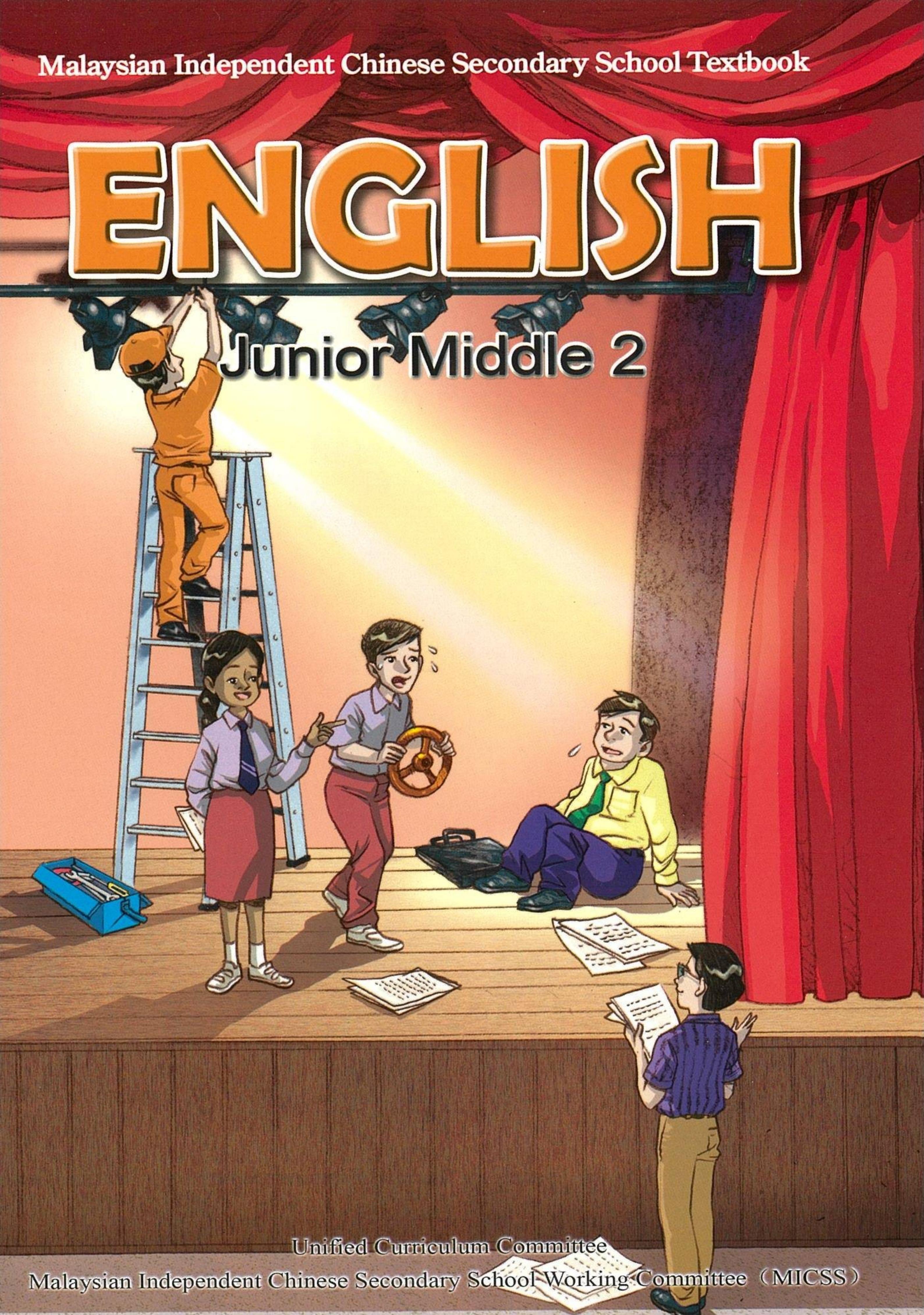
Malaysian Independent Chinese Secondary School Textbook

ENGLISH

Junior Middle 2

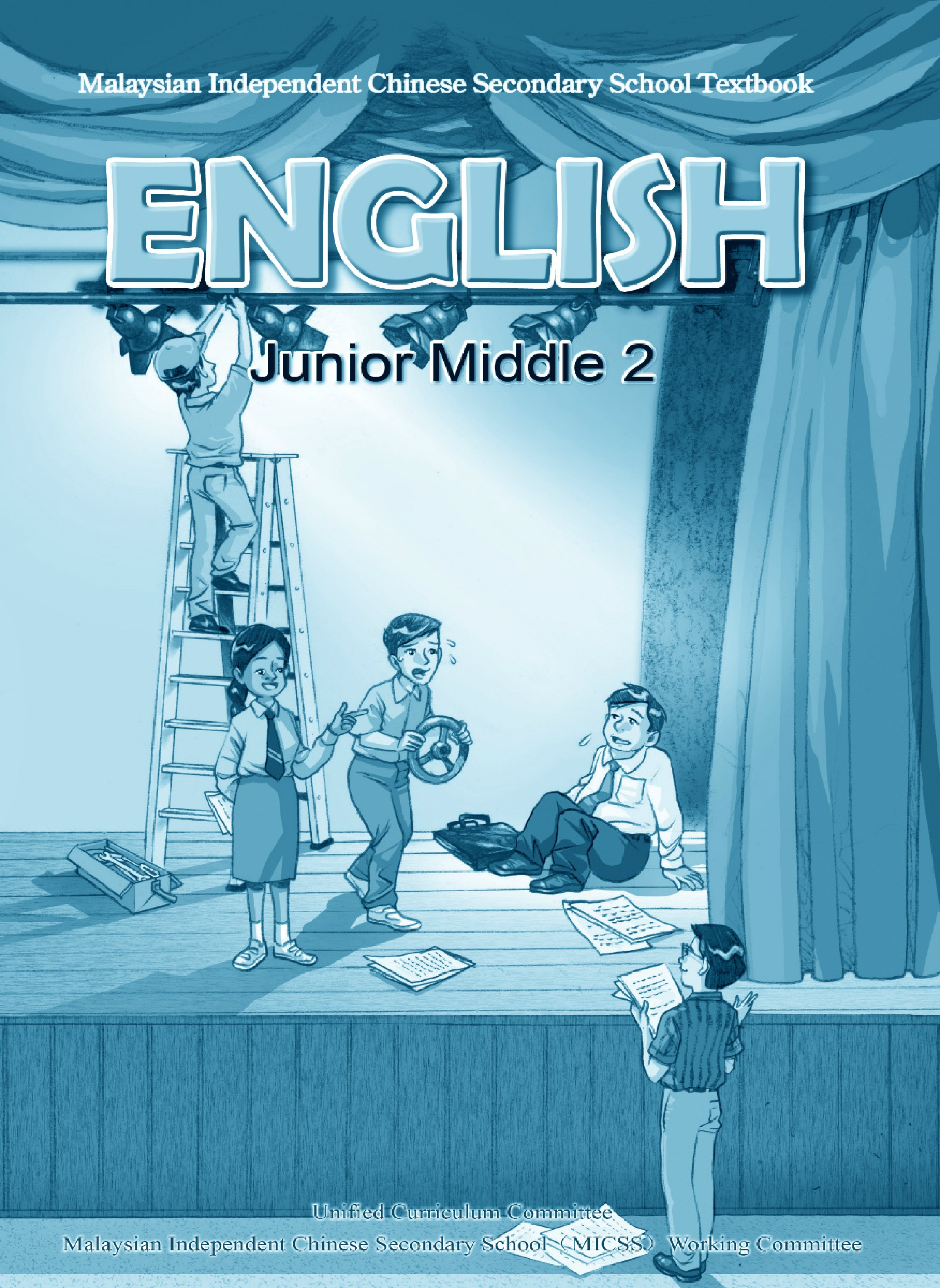


Unified Curriculum Committee
Malaysian Independent Chinese Secondary School Working Committee (MICSS)

Malaysian Independent Chinese Secondary School Textbook

ENGLISH

Junior Middle 2



Unified Curriculum Committee

Malaysian Independent Chinese Secondary School (MICSS) Working Committee

Suitable for Junior Middle Level

English Junior Middle 2

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Preface

1. The contents of the *English Junior Middle* series follow closely the Unified Curriculum prepared by the Curriculum Department of the United Chinese School Committees' Association of Malaysia (Dong Zong).

2. The series are specially written for the students of Malaysian Independent Chinese Secondary Schools (MICSS). There are 3 books in the series, which are written for Junior Middle 1, 2 and 3 students.

3. Each book is divided into 12 units: 10 units of the lessons are theme-based and 2 units are reviews. Each unit (except Units 6 and 12) consists of 7 sections: listening, speaking, reading, writing, language, sound system and enrichment.

   - **Listening.** The listening materials contain examples of formal and informal English. The exercises are progressively controlled in length and difficulty.

   - **Speaking.** A varieties of oral practices are provided to ensure motivating and enjoyable lessons. These activities include role-plays, conversations and discussions.

   - **Reading.** Each unit includes a reading passage. Various comprehension exercises are set on each reading passage. The use of illustrations helps to stimulate students' interest and provides a visual context to enhance students' understanding.

   - **Writing.** The exercises in this section enable students to write coherently and cohesively about the issues and topics found in each unit. Writing exercises are varied and various writing skills, such as giving directions, personal description etc. can be developed. Besides that, summary writing activities are also included in this section so as to expose students to summarising skills.

- **Language.** The grammar exercises have been carefully planned to ensure that every item of the syllabus is covered. Various types of exercises are provided for the students to practise and enhance their language skills.

- **Sound System.** Every unit includes a pronunciation practice to help students differentiate between vowels and consonants and speak with proper stress and intonation.

- **Enrichment.** This section focuses on the words and expressions for students at this level.

4. The series are tailored for the weekly 6 times 40-minute lessons. However, teachers are encouraged to adapt or add to the activities in the textbooks based on the teaching-learning context.

5. Each of the series contains an audio CD for listening activities.

6. A Teacher's Guide is available for each of the series.

7. We welcome any feedback from teachers and readers in helping to improve future editions of the series.

Contents

Unit / Topic	Listening	Speaking	Reading
Unit 1 **Harry Potter and the Sorcerer's Stone** *1-18*	• Three people talking about the movie "*Harry Potter and the Sorcerer's Stone*" • An interview with the president of Harry Potter Fan Club about J.K. Rowling's writing and the 'Harry Potter' movies	• Talking about preferences for movies • Comparing different types of movies • Expressing agreement and disagreement on selecting good movies • Giving reasons or arguments to support your opinion	Movie: "*Harry Potter and the Sorcerer's Stone*"
Unit 2 **The History of the Hollywood Film Industry** *19-34*	• Two people talking about Hollywood films • An interview with a movie producer about the history of the film industry	• Asking suitable questions about actors and actresses • Presenting a movie script • Discussing actors and actresses in Hollywood	History of the Hollywood Film Industry
Unit 3 **Eating Out** *35-54*	• Talking about different types of food in your country • A group of people sharing their experiences of eating food of other countries	• Discussing likes and dislikes of food and hygiene • Talking about eating out • Using formal and informal registers	Eating Out
Unit 4 **Health** *55-70*	• A dialogue between two people talking about health care • A talk on the importance of health issues	• Discussing health issues and hygiene • Giving suggestions and advice on maintaining good health	Health
Unit 5 **Fitness and Dieting** *71-84*	• An interview on the importance of fitness and effectiveness of dieting • A talk on keeping fit	• Discussing different ways of keeping fit and how to maintain a balance diet • Expressing opinions and giving advice	Fitness and Dieting
Unit 6 **Review** *85-94*	—	Review	—
Unit 7 **Learning English is Fun** *95-112*	• A conversation about motivation in learning English • A school teacher sharing her creative teaching of English to students	• Talking about different strategies in learning English • Talking about experiences in learning English • Expressing agreements and disagreements	Learning English is Fun

Language	Writing	Sound System	Enrichment
The Present Perfect Tense	• Writing a composition and sharing your opinion after watching a movie • Editing for content, form, topic sentences and supporting ideas	Stress Patterns (Words)	Similes
The Past Perfect Tense	• Writing about your favourite film • Editing for content, forms, topic sentences and supporting ideas	Stress Patterns (Words)	Forming Nouns
• Adverbs • Comparison of Adverbs	• Writing about food in your country • Editing for content, form, topic sentences and supporting ideas • Summary writing	/l/ and /r/ Sounds	Forming Adverbs
Gerunds	• Writing about the importance of health care • Editing for content, form, topic sentences and supporting ideas	/ɜː/ and /əʊ/ Sounds	Forming Adjectives
To-infinitives	• Letter writing • Writing an informal letter to a friend	Intonation: Asking Yes-no Questions	Idioms
Review	• Review • Writing a composition on a preference	Intonation: Answering Yes-no Questions	—
The Present Participle	• Writing about the experience of learning English • Editing for content, form, topic sentences and supporting ideas • Summary writing	Intonation: Commands	Proverbs

Unit / Topic	Listening	Speaking	Reading
Unit 8 **Telecommunications** *113-126*	• Talking about telecommunications in the past, present and future • Two people discussing the future of telecommunications	• Describing gadgets in telecommunication • Making predictions	Telecommunications
Unit 9 **Transport** *127-142*	• A dialogue among three people talking about modes of transport in the past, present and future • An interview with a car salesman about selling vehicles	• Discussing the different types and functions of transports • Comparing and contrasting the old and new types of transports • Asking for and giving factual information	Transport
Unit 10 **Inventions** *143-158*	• Two people talking about inventions • An inventor talking about his inventions	• Talking about the inventors and their inventions • Asking for and giving factual information • Describing objects	Inventions
Unit 11 **Non-verbal Communication** *159-174*	• Two people talking about non-verbal communication • A report on the effectiveness of body language in presentations	• Discussing non-verbal communication • Expressing opinions	Non-verbal Communication
Unit 12 **Review** *175-184*	—	Review	—
CD Script *i-xv*			

Language	Writing	Sound System	Enrichment
Relative Pronouns	• Writing about the advantages of present telecommunication in our lives • Editing for content, form, topic sentences and supporting ideas	/m/ and /n/ Sounds	Acronyms
Interrogative Pronouns	• Writing about the advantages of modern transport • Editing for content, form, topic sentences and supporting ideas	/e/ and /eɪ/ Sounds	Acrostic Poem
Indefinite Pronouns	• Writing a composition on an invention • Editing for content, form, topic sentences and supporting ideas • Summary writing	/ɜː/, /ʊ/ and /ə/ Sounds	Vocabulary Building Activity: Taboo
Question Tags	• Writing a composition on how to be a good presenter • Editing for content, form, topic sentences and supporting ideas	Stress Patterns (Sentences)	Newspaper In Education
Review	• Review • Writing a composition on a preference	Stress Patterns (Sentences)	—

Unit 1

Harry Potter And The Sorcerer's Stone

- Movies
- The Present Perfect Tense
- Stress Patterns (Words)
- Similes



Do you like to watch 'Harry Potter' movies? Why?

Listening

A 1. *Edison, Rachel and Cindy are discussing the movie 'Harry Potter and the Sorcerer's Stone'. Listen to their conversation.*

2. *Listen to the conversation again and then fill in the speech balloons below with the help of a friend.*



B *1. Listen to the interview between Ms Anne and Kennedy, the president of Harry Potter Fan Club.*

2. Listen to the interview again and fill in the blanks below.

1. Who is the writer of the novel, 'Harry Potter and the Sorcerer's Stone'?
   The writer of the novel is ____________________.

2. How did the writer come up with the idea for the book?
   She came up with this idea while ____________________ from Manchester to ____________________.

3. How long did the writer take to complete the book?
   The writer took ____________________ to complete the book.

4. How many books are there altogether?
   There are ____________________ altogether.

5. How does the president of the Harry Potter Fan Club feel about the movie Harry Potter?
   He feels ____________________ and ____________________ about the movie.



TIPS

It is important to take notes when doing listening practices as it helps you to focus on the meaning of the conversation or speech.

Speaking

A Expressions



To show preferences/likes	To show dislikes
• I prefer...	• I dislike...
• I like...	• I don't like...
• I enjoy...	• I hate...
• I love..	• I loathe...

B Practise the conversation below with your partner.

Conversation 1

John, Hannah and Eddie are having their conversation after taking their lunch at the canteen.

John : So, which movie are we going to watch today, Hannah?
Hannah : I'm not sure, John. Eddie is looking at the movie list in the newspaper now.
Eddie : Yeah…and there are five movies being shown this week.
John : Can we watch something scary, like a horror movie?
Hannah : No way! I prefer something funny like a comedy.
Eddie : What about a science fiction? There's an interesting science fiction movie being shown today.

Hannah : I hate science fictions. I find them difficult to understand.

John : Let's watch a movie everyone likes.

Eddie : Well, in that case, let's watch an adventure movie.

Hannah & John : Okay!

TIPS

You can express your likes or dislikes for two items in different degrees.

- I **like** reading but I **prefer** drawing.
- I **dislike** smoking but I **hate** fighting.

C *Choose any of the options from the table below and fill in the last column with the title of the movie which you dislike most. Then role-play a conversation with your friend. You may refer to Conversation 1.*

Options	My favourite type of movie	My favourite movie	The movie that I dislike most
1	Science Fiction	Star Wars	
2	Romance	Titanic	
3	Thriller/Horror	The Ring	
4	Action/Adventure	Mission Impossible	

DID YOU KNOW?

Movies like 'Shrek', 'Finding Nemo' and 'Madagascar' are categorised as animations.

Discussion

If you had magical powers, how would you use your powers to help others? Discuss with your partner and present your story to the class.

Reading

A Read the following conversation.



Cindy : Edison, have you watched the movie 'Harry Potter and the Sorcerer's Stone'?

Edison : You mean they've produced a movie based on the first 'Harry Potter' novel?

Cindy : Yes. It's so captivating.

Edison : Really? I've not even read the book yet, but I think I'll watch it after school today. Tell me more about it, please.

Cindy : Well, it's about the adventures of a young wizard called Harry Potter.

Edison : Young wizard? You mean there's magic as well as dragons and witches?

Cindy : Yes, you're right. Harry's parents are killed by the evil Lord Voldermort when he is still an infant. Lord Voldemort also tries to kill Harry but fails, leaving him unharmed except for a well-known scar on his forehead. Harry is destined to be a wizard just like his parents when he grows up.

Edison : Wow! That's cool!

Cindy : However, after his parents' death, he lives with his horrible Uncle Vernon, Aunt Petunia and their mischievous son, Dudley, who mistreat him.

Edison : That's so mean of them.

Cindy : I agree. Anyway, on his 12th birthday, letters magically arrive from Hogwarts School

of Wizardry and Witchcraft, telling Harry that he has been accepted as a student there. However, his uncle and aunt try to stop him from going to Hogwarts.

Edison : Really? Does he manage to go there finally?

Cindy : Of course. A huge man called Hagrid helps him to get away from them and brings him to Hogwarts. There, he meets his best friends, Ron Weasley and Hermoine Granger. Then…

Edison : That's enough. I'll find out more when I watch it this afternoon. Otherwise, you'll spoil my fun of watching it. Anyway, thanks for telling me about it.

Cindy : No problem. I'm glad you like it. Why don't we talk more about the movie tomorrow after you have watched it?

Vocabulary Check

killed - murdered
enough – sufficient

B Complete the words with the help of the clues. The words are found in the passage.

Column A Clue	Column B Word
1. interesting	__ A __ T __ __ A __ __ N __
2. baby	__ __ F __ N __
3. fated	__ E __ T __ __ E __
4. naughty	M __ S __ __ __ E __ O __ __
5. cruel	__ __ A __
6. big	__ U __ __

*C Fill in the blanks with the correct words from **Column B** in **Exercise B**.*

1. His parents passed away when he was still an ____________.

2. My youngest brother is ____________. He likes to trick and annoy me.

3. It is really ____________ of the boy to kick the little kitten.

4. They were ____________ to be together.

5. Sarah's room is ____________ compared to mine.

6. The movie was so ____________ that she watched it five times within a week.

D *For each statement below, write 'T' if the statement is true and 'F' if it is false.*

1. Edison has not watched the movie yet. ☐
2. Harry Potter is an orphan. ☐
3. Uncle Vernon and Aunt Petunia love Harry Potter like their own son. ☐
4. Harry Potter's parents were killed when he was still a baby. ☐
5. Ron Weasley and Dudley are Harry Potter's best friends. ☐
6. Cindy told the whole story about Harry Potter to Edison. ☐

E *Circle the best answer from the options provided.*

1. What happened to Harry Potter's parents?
   A They were captured by Lord Voldermort.
   B They were tortured by Lord Voldermort.
   C They were murdered by Lord Voldermort.
   D They were scolded by Lord Voldermort.

2. What did Uncle Vernon and Aunt Petunia do when they found out that Harry Potter was accepted at Hogwarts?
   A They happily sent him there.
   B They were reluctant to send him away.
   C They tried to stop him from going there.
   D They wanted Dudley to join Harry there.

3. All of the following are the characters in 'Harry Potter and the Sorcerer's Stone' **EXCEPT**
   A Hagrid
   B Hogwarts
   C Dudley
   D Ron Weasley

4. How was Harry Potter informed that he was accepted by Hogwarts?
   A Uncle Vernon and Aunt Petunia told him.
   B Hagrid came to inform him.
   C He received letters from Hogwarts.
   D Ron Weasley and Hermoine Granger told him.

5. How did Harry Potter go to Hogwarts?
   A Hagrid came and took him there.
   B He went there all by himself.
   C His aunt and uncle took him there.
   D Lord Voldermort took him there.

6. "You mean they've produced a movie based on the first 'Harry Potter' novel?" What does this question suggest?
   A They have written the novel 'Harry Potter' based on the movie 'Harry Potter and the Sorcerer's Stone'.
   B The movie 'Harry Potter and the Sorcerer's Stone' is produced based on the novel of the same title.
   C They have completed producing the 'Harry Potter and the Sorcerer's Stone' movie.
   D They have completed writing the 'Harry Potter and the Scorcerer's Stone' novel.

Language

Tense = Action + Time

	Present	Past	Future
Simple	Simple Present	Simple Past	Simple Future
Continuous	Present Continuous	Past Continuous	Future Continuous
Perfect	**Present Perfect**	Past Perfect	Future Perfect
Perfect Continuous	Present Perfect Continuous	Past Perfect Continuous	Future Perfect Continuous

The Present Perfect Tense

Form	Example	Notes
have/has + pp	1. We **have finished** our homework.	1. The exact time of the action is not mentioned.
	2. I **have met** him before.	2. A past action with words such as 'before','finally', 'ever', 'never', 'just','already' or 'yet'.
	3. He **has lived** there since 1879.	3. An action started in the past and is still going on in the present. 'Since' and 'for' are often used.
	4. I **have not seen** him until now.	4. A past action that has continued up to now. Expressions such as 'up to now','so far','up to the present', are often used.

pp - past participle

Affirmative statement	Negative statement	Interrogative form
I **have posted** the letter.	I **have not posted** the letter.	**Have** you **posted** the letter?
She **has** already **paid** the bill.	She **has not paid** the bill yet.	**Has** she **paid** the bill?

Exercise 1

Part I:

Fill in the blanks using the Present Perfect Tense.

1. The teacher __________ just __________ (enter) the classroom.
2. Why __________ you not __________ (reply) to my letter?
3. The recent flood __________ (cause) a lot of damage.
4. My neighbour __________ already __________ (buy) a new car.
5. __________ you ever __________ (speak) to the Prime Minister?
6. I __________ not __________ (write) to my penpal for three months.
7. He __________ (teach) us English since he joined the school.
8. We __________ not __________ (explain) the rules to them so far.
9. When I __________ (complete) my homework, I usually have a nap.
10. After my mother __________ (wash) the clothes, she hangs them up to dry.

Reminder

He pay you or not? (×)
Has he **paid** you? (✓)

Reminder

I see him before. (×)
I **have seen** him before. (✓)

Part II:

Write the above statements in the ***interrogative form****, making the necessary changes.*

e.g.	I **have done** my homework. **Have** you **done** your homework?

Exercise 2

Change the following positive statements into ***negative statements****, making the necessary changes.*

e.g.	They **<u>have gone</u>** to school.
	They **<u>have not gone</u>** to school.

1. They have done their work.
2. John has already posted the letter.
3. Our group has solved all the problems.
4. He has bought two dozen eggs from the market.
5. I have been to this cinema recently.
6. We have paid for the tickets already.
7. The workers have cut down the trees along the street.
8. They have left the hall without getting permission from the lecturer.
9. Mary has already had her lunch.
10. "Who has eaten the biscuits in the tin?" asked James.

Reminder

I already give you. (×)
I **have already given** it to you. (✓)

Exercise 3

Fill in the blanks with the Present Perfect or the Simple Past of the verbs in brackets.

1. I ____________________ (be) very ill last year.
2. She ____________________ (work) for me for five years.
3. He looked perfectly well when I ____________________ (meet) him yesterday.
4. I ____________________ (see) the film and I don't want to watch it again.
5. He ____________________ (study) in Tokyo when he was in Japan.
6. The doctor ____________________ (live) in the UK for almost twenty years.
7. Salleh ____________________ already ____________________ (visit) his sick father three times this week.
8. They came to visit us many times when we ____________________ (reside) in the same town.
9. I ____________________ (read) the book so many times that I know some of the lines by heart.
10. Your tutor ____________________ (speak) to me about your poor performance. I want you to work much harder.

Reminder

She no pay me. (×)
She **has not paid** me. (✓)

Writing

A *What are all the titles of the 'Harry Potter' movies? Find out from each other and list them below.*

B *Which of the 'Harry Potter' movies mentioned earlier is your favourite? Write a composition in not less than 120 words on your favourite 'Harry Potter' movie. You may use the following questions to help you write it.*

- What is the name of the movie?
- What is the movie about?
- Who are the main characters?
- Which part of the movie do you like the most?
- What do you like most about the movie?
- If you were the director, what would you change to make the movie better?

WRITING TIPS

Remember to use some of these useful words or phrases when you are adding more information to your existing points. Instead of using **'and'** at the beginning of a sentence, use any of these:

a) Besides (that),
b) Furthermore,
c) Moreover,
d) Apart from this,
e) In addition (to that),

Do you know of any others? Share them with your classmates.



Sound System

Stress Patterns (Words)

You have learned that there are distinct sounds in the English Language (refer to English Junior Middle 1 textbook). These sounds are combined to form syllables. Look at the examples below:

Word	Sound	No. of Syllable(s)
it	/ɪ/ /t/	1
house	/h/ /aʊ/ /s/	1
baby	/b/ /eɪ/ /b/ /ɪ/	2
above	/ə/ /b/ /ʌ/ /v/	2

When there is more than one syllable, we pronounce one of them louder or stronger than the other(s). Look at the three patterns below:

Pattern 1 (unstressed)	Pattern 2 (stress on the first syllable)	Pattern 3 (stress on the second syllable)
yes	**ba**by	en**ough**
no	**af**ter	be**fore**
it	**ci**ty	re**sult**
house	**ad**ded	a**bove**

The bold letters in Patterns 2 and 3 show which syllable is stronger or louder in the words. These are called 'stress'.

A *Your teacher will say the above words to you. Listen carefully to the words and repeat them after your teacher.*

B *Can you tell to which of the patterns each word belongs?*

e.g. boy : Pattern 1

white	go	symbol	usual	small
little	fast	live	good	man
about	saying	only	hit	word
pencil	belong	below	boy	seven

Enrichment

Similes

Similes which show special qualities of creatures

1.	as	afraid	as a	grasshopper	30.	as	hairy	as an	ape
2.	as	agile	as a	monkey	31.	as	happy	as a	lark
3.	as	big	as a	whale	32.	as	heavy	as an	elephant
4.	as	blind	as a	bat	33.	as	hungry	as a	wolf
5.	as	brave	as a	lion	34.	as	industrious	as a	beaver
6.	as	bright	as a	lark	35.	as	industrious	as an	ant
7.	as	busy	as an	ant	36.	as	joyful	as a	fly
8.	as	busy	as a	bee	37.	as	lazy	as a	toad
9.	as	calm	as a	cat	38.	as	lively	as a	cricket
10.	as	crafty	as a	fox	39.	as	nervous	as a	mouse
11.	as	cheerful	as a	bear	40.	as	persistent	as a	mosquito
12.	as	dizzy	as a	goose	41.	as	playful	as a	kitten
13.	as	docile	as a	lamb	42.	as	playful	as a	puppy
14.	as	deaf	as a	beetle	43.	as	playful	as a	rabbit
15.	as	faithful	as a	dog	44.	as	poor	as a	church-mouse
16.	as	fast	as a	deer	45.	as	proud	as a	peacock
17.	as	fast	as an	eagle	46.	as	quiet	as a	mouse
18.	as	flat	as a	flounder	47.	as	rugged	as a	rhinocerous
19.	as	fierce	as a	lion	48.	as	rude	as a	bear
20.	as	fat	as a	pig	49.	as	silly	as a	sheep
21.	as	foolish	as a	calf	50.	as	shy	as a	squirrel
22.	as	frisky	as a	lamb	51.	as	sick	as a	dog
23.	as	friendly	as a	puppy	52.	as	slow	as a	snail
24.	as	gaudy	as a	butterfly	53.	as	slow	as a	tortoise
25.	as	game	as a	fighting-cock	54.	as	slippery	as an	eel
26.	as	gentle	as a	dove	55.	as	slippery	as a	serpent
27.	as	graceful	as a	swan	56.	as	spineless	as a	jellyfish
28.	as	greedy	as a	pig	57.	as	strong	as an	ox
29.	as	hairy	as a	gorilla	58.	as	strong	as a	horse

59.	as	supple	as a	snake	67.	as	timid	as a	mouse
60.	as	suspicious	as a	cat	68.	as	useful	as a	cow
61.	as	swift	as a	hawk	69.	as	venomous	as a	snake
62.	as	swift	as a	deer	70.	as	vain	as a	peacock
63.	as	talkative	as a	magpie	71.	as	wet	as a	fish
64.	as	tenacious	as a	bulldog	72.	as	wily	as a	fox
65.	as	tender	as a	chicken	73.	as	wise	as an	owl
66.	as	tricky	as an	ape	74.	as	wasteful	as a	hen

Similes which show special qualities of people

1.	as	bashful	as a	schoolgirl	12.	as	impatient	as a	lover
2.	as	chubby	as a	cherub	13.	as	loyal	as an	apostle
3.	as	devoted	as a	mother	14.	as	mean	as a	miser
4.	as	eager	as a	bridegroom	15.	as	mad	as a	hatter
5.	as	feeble	as a	child	16.	as	rosy	as a	bride
6.	as	fickle	as a	friend	17.	as	stately	as a	queen
7.	as	happy	as a	child	18.	as	sober	as a	judge
8.	as	happy	as a	king	19.	as	tall	as a	giant
9.	as	harmless	as a	babe	20.	as	tender	as a	shepherd
10.	as	helpless	as a	babe	21.	as	thick	as	thieves
11.	as	hungry	as a	hunter	22.	as	wise	as	Solomon

Similes which show special qualities of things

1.	as	active	as	quicksilver	11.	as	bald	as an	egg
2.	as	brown	as a	berry	12.	as	beautiful	as the	rainbow
3.	as	brilliant	as the	stars	13.	as	bitter	as	gall
4.	as	bright	as a	button	14.	as	calm	as	death
5.	as	boundless	as the	ocean	15.	as	clean	as a	new pin
6.	as	blunt	as a	hammer	16.	as	cold	as	ice
7.	as	bold	as	brass	17.	as	clear	as	crystal
8.	as	black	as	coal	18.	as	careless	as the	wind
9.	as	black	as	sin	19.	as	cool	as a	cucumber
10.	as	bare	as a	stone	20.	as	constant	as the	sun

21.	as	deaf	as a	doorpost	57.	as	round	as an	orange
22.	as	dark	as	night	58.	as	right	as	rain
23.	as	dead	as	wood	59.	as	sad	as	night
24.	as	dull	as	ditchwater	60.	as	sensitive	as a	flower
25.	as	easy	as	ABC	61.	as	sharp	as a	needle
26.	as	fit	as a	fiddle	62.	as	silent	as a	grave
27.	as	flat	as a	pancake	63.	as	silent	as a	stone
28.	as	fat	as	butter	64.	as	soft	as	butter
29.	as	fresh	as a	daisy	65.	as	soft	as	wool
30.	as	fresh	as	paint	66.	as	smooth	as	glass
31.	as	gloomy	as	night	67.	as	solid	as a	brick
32.	as	good	as	gold	68.	as	sound	as a	bell
33.	as	green	as	grass	69.	as	sour	as	lime
34.	as	hard	as	iron	70.	as	sour	as	vinegar
35.	as	hollow	as a	drum	71.	as	steady	as a	rock
36.	as	heavy	as	lead	72.	as	stiff	as a	board
37.	as	hot	as	fire	73.	as	still	as a	log
38.	as	hot	as	steel	74.	as	still	as a	statue
39.	as	inconstant	as the	moon	75.	as	straight	as an	arrow
40.	as	immense	as the	sea	76.	as	sturdy	as an	oak
41.	as	keen	as a	razor	77.	as	sweet	as	honey
42.	as	loud	as	thunder	78.	as	sweet	as	sugar
43.	as	like	as two	peas	79.	as	swift	as an	arrow
44.	as	large	as	life	80.	as	thin	as a	rake
45.	as	light	as a	feather	81.	as	tight	as a	drum
46.	as	new	as the	day	82.	as	tough	as	leather
47.	as	old	as the	hills	83.	as	transparent	as	glass
48.	as	pale	as	death	84.	as	true	as the	gospel
49.	as	pretty	as a	picture	85.	as	ugly	as a	scarecrow
50.	as	plain	as a	pikestaff	86.	as	upright	as a	tower
51.	as	pure	as a	lily	87.	as	warm	as	wool
52.	as	quick	as	lightning	88.	as	weak	as	water
53.	as	red	as	blood	89.	as	white	as	snow
54.	as	red	as a	cherry	90.	as	white	as a	sheet
55.	as	regular	as a	clock	91.	as	yellow	as	sulphur
56.	as	rough	as a	storm	92.	as	young	as	dawn

Unit 2

The History Of The Hollywood Film Industry

- Hollywood Film Industry
- The Past Perfect Tense
- Stress Patterns (Words)
- Forming Nouns



Who are the actors or actresses that you like? Why?



Listening

A 1. *Listen to the conversation between Kim Wai and Lee Mei and then answer the questions below.*

2. *Put a tick (✓) if the statement is true and a cross (×) if the statement is false.*

1. Lee Mei was watching the movie, 'The Lord of the Rings'. ( )
2. Kim Wai has not watched the movie, 'The Lord of the Rings'. ( )
3. Hollywood movies contain animations, stunts and sound effects. ( )
4. The actors and actresses in Hollywood are very talented. ( )
5. Brad Pitt is Kim Wai's favourite actor. ( )
6. Tom Cruise acted in the movie, 'Million Impossible'. ( )



TIPS

When taking notes, pay attention to important facts like names, dates, places and figures.

B 1. *Mr Jameson is a movie director and producer with many years of experience. Listen to the interview between Mr Jameson and Jennifer.*

2. *Listen to the interview between Mr Jameson and Jennifer again and then fill in the blanks below.*

Mr Jameson is a very (1) ______________ man. He (2) ______________ and produces movies. His latest movie is entitled 'The (3) ______________'. Mr Jameson says that (4) ______________ is very important as he needs to pay the (5) ______________, actresses and the scriptwriters. Besides, he needs money to buy (6) ______________. He has shot movies in America, (7) ______________, India, China, Japan, Hong Kong and (8) ______________. Mr Jameson uses stunt men occasionally, but he prefers if the actor or the actress carries out the (9) ______________ himself or herself.

Speaking

A *Take turns to ask your friend the questions below.*

1. Who is your favourite actor or actress?
2. What makes a good actor or actress?
3. If you were an actor or actress, what kind of roles would you like to play?

B *Look at the pictures of the actors and actresses below. Do you know who they are? With a partner, ask each other questions about their movies and achievements. You can use the notes below to help you.*



Notes:-
name – age – origin -- movies he/she acted in – most famous movie -- awards/achievements

TIPS

Useful expressions

- He was acting…
- He used to perform…
- She had directed…
- She had also acted…

C. *How does it feel like being a scriptwriter? With a partner, imagine that you are a scriptwriter and you are writing a script for a new movie. Your script may be based on your own idea or you may choose one of the options below. Present your script to the class.*

1. A story about true love
2. The sacrifices of a mother for her children
3. A group of school students are lost in the jungle
4. Two boy scouts find a treasure map
5. An alien lost its way home and landed on the earth

TIPS

When giving a presentation:
1. greet the audience
2. mention the topic
3. use connectors to introduce your points
4. thank the audience

Discussion

There are many actors and actresses all around the world. Some are old while some are young. How do these actors and actresses cope with their successes and failures in their careers.

Reading

A Read the following passage.



Many American films are shot in cities and countries throughout the world. However, Hollywood still remains the ***main*** centre of the United States film industry that produces the largest number of films worldwide every year.

One of the finest studios with film and television production facilities is Warner Bros Studios. Warner has gained ***fame*** for producing more than 100 films that won major Academy Awards including six Best Picture Oscars. The Studios was ***initially*** built in 1927 for the First National Pictures. However, the Warner brothers bought the Studios in 1929 and brought sound to the film industry for the very first time. Soon, the brothers produced movies at a fast ***pace*** with 86 films in 1929 alone.

In the 1930s, Warner focused on the classic gangster dramas. It also produced musical films for American theatres using the studio soundstages, all of which are still in use today. During the 1950s, Warner became the first major studios to switch part of its operations to television. ***Consequently***, it became the most successful producer of series television. In 1972, Warner Bros and Columbia Pictures joined forces to create a single production facility called the Burbank Studios, which ***resembled*** a small city with its own fire department, post office, lake, banks and restaurants. Up till today, Warner Bros continues to be committed to maintaining the finest and latest technologies in the film industry.

Vocabulary Check

shot - filmed
gained – obtained

*B The following words are found in the passage. Match the words in **Column A** with their meanings in **Column B**.*

Column A			Column B
1. main	*	*	speed
2. fame	*	*	looked like
3. initially	*	*	as a result
4. pace	*	*	most important
5. consequently	*	*	reputation
6. resembled	*	*	originally

*C Fill in the blanks with the correct words from **Column A** in **Exercise B**.*

1. The sculpture that she made ____________ the late Princess Diana.

2. Susan does not like to work in Hong Kong because the ____________ of life is very busy and fast.

3. "If I were a supermodel like her, I would get all the ____________ and fortune that I could ask for," said Allison.

4. Eric ____________ wanted to study accounting.

5. It was raining cats and dogs. ____________, the football match had to be cancelled.

6. The ____________ reason why I like Switzerland is the beautiful snow-capped mountains.

D. *Circle the best answer from the options provided.*

1. When was the Warner Bros Studios built?

   A 1927 **C** 1930
   B 1929 **D** 1972

2. Which of the following statement is **TRUE** about Warner Bros Studios?

   A The Studios was bought by the Warner brothers in 1927.
   B The Warner brothers sold the Studios in 1972.
   C The Studios has produced the largest number of films in the world.
   D The Studios was built for the First National Pictures initially.

3. The word **'shot'** in the first paragraph can be best replaced with

   A killed **C** photographed
   B filmed **D** fired

4. What did Warner studios do in the 1950s?

   A It focused on the classic gangster dramas.
   B It produced musical films using the studio sound stages.
   C It changed parts of its operations to television.
   D It produced the most number of films in America.

5. What did Warner Bros and Columbia Pictures do in 1972?

   A They worked together to create a single production facility called Burbank Studios.
   B They built a small city with its own fire department, post office, lake, banks and restaurants.
   C They became the most successful producers of series television.
   D They produced more than 100 films that won major Academy Awards including six Best Picture Oscars.

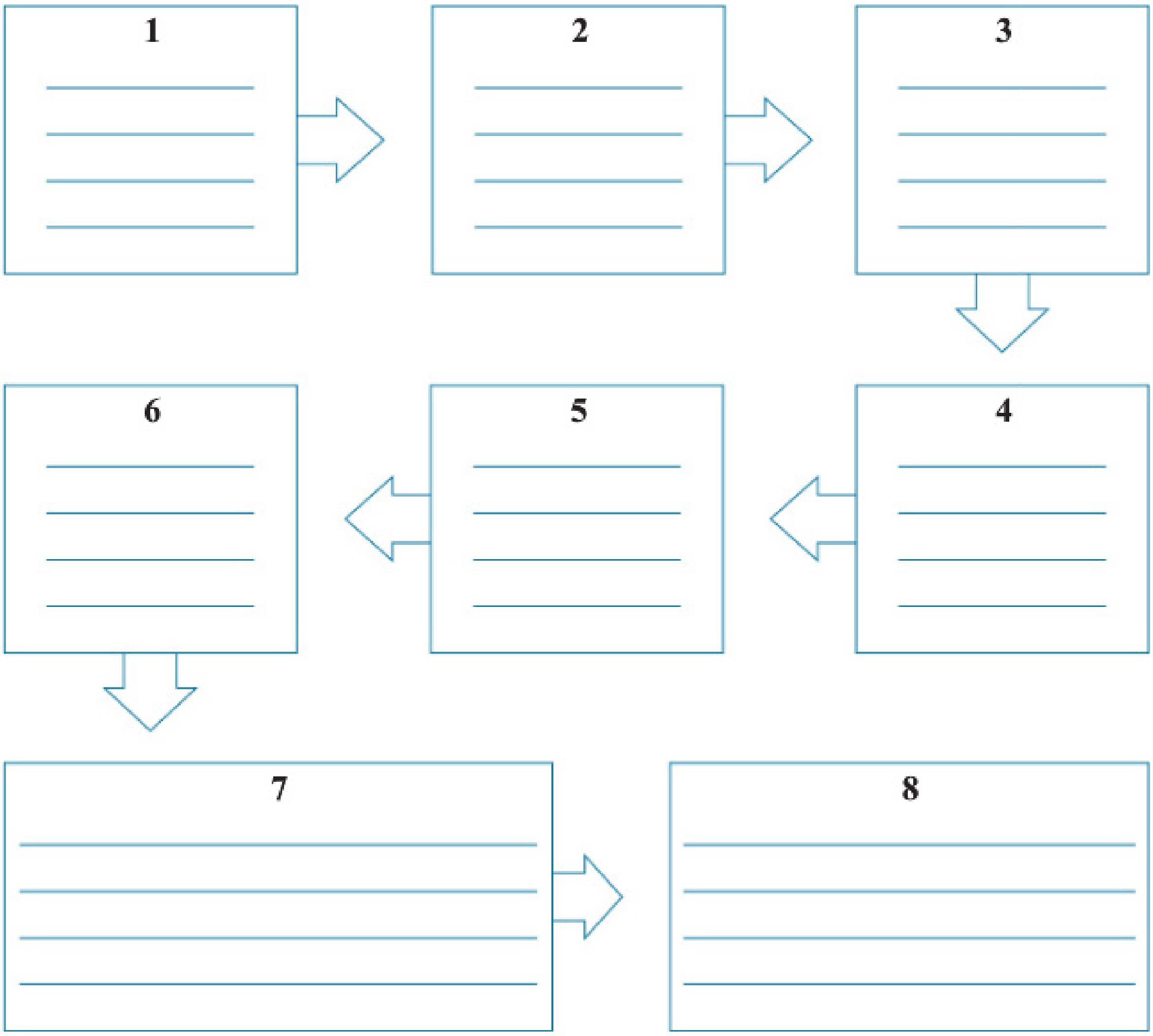
6. "However, the Warner brothers bought the Studios in 1929 and brought sound to the film industry for the very first time." What does this statement tell us about the film industry before 1929?

   A The films then were in black and white.
   B The films then were without any colour.
   C The films then were without any sound.
   D The films then were without any noise.

E *Read the passage again and then use the following statements to complete the following chart.*

- ✻ worked with Columbia Pictures to create the Burbank Studios
- ✻ introduced sound to the film industry
- ✻ produced musical films using the studio soundstages
- ✻ became the first studio to change part of its operations to television
- ✻ built in 1927 for the First National Pictures
- ✻ focused on the classic gangster dramas
- ✻ bought by the Warner brothers in 1929
- ✻ produced as many as 86 films in 1929

The History of Warner Bros Studios



Language

Tense = Action + Time

	Present	Past	Future
Simple	Simple Present	Simple Past	Simple Future
Continuous	Present Continuous	Past Continuous	Future Continuous
Perfect	Present Perfect	**Past Perfect**	Future Perfect
Perfect Continuous	Present Perfect Continuous	Past Perfect Continuous	Future Perfect Continuous

The Past Perfect Tense

Form	Examples	Notes
had + pp	1. After I **had taken** (1st action) my dinner, I **went** (2nd action) for a walk. 2. We **had** just **finished** (1st action) our homework when the bell **rang** (2nd action).	It is used to show which of the two past actions happened first. Words like '*after*', '*when*', '*before*', '*already*' and '*just*' are often used.

pp - past participle

Affirmative statement	Negative statement	Interrogative form
I **had** just **finished** my homework before I ate my dinner.	I **had not finished** my homework before I ate my dinner.	**Had** you **finished** your homework before you ate your dinner?
She **had** already **paid** the bill before she went on a trip.	She **had not paid** the bill before she went on a trip.	**Had** she **paid** the bill before she went on a trip?

Exercise 1

Fill in the blanks using the Past Perfect Tense.

1. I __________ just __________ (wash) my car when it started to rain.
2. My sister swept the floor after she __________ (cook) dinner.
3. Mrs Chong said that she __________ (lock) the door the night before.
4. Before the tourists left the hotel, they __________ (pay) the bill.
5. When I __________ (take) my lunch, I sat down to do my homework.
6. We were surprised to hear that he __________ (meet) with an accident.
7. The spectators __________ (buy) their tickets before they went to the stadium.
8. After the police __________ (arrest) the robber, they took him to the police station.
9. We recognized our former teacher although we __________ not __________ (see) him for several years.
10. The meeting __________ already __________ (start) when we arrived.

Exercise 2

Fill in the blanks with Past Perfect Tense and Simple Past Tense of the verbs in brackets.

1. After I __________ (take) my dinner, I __________ (go) for a walk.
2. After I __________ (write) the letter, I __________ (post) it.
3. After he __________ (drive) for five hours, he __________ (stop) to have a rest.
4. Who __________ (occupy) the room before you __________ (move) in?
5. I __________ (pay) the mechanic when he __________ (repair) my car.
6. My parents __________ (go) out before I __________ (return) from school.
7. We __________ just __________ (finish) our homework when the bell __________ (ring)
8. When I __________ (reach) the railway station, the train __________ already __________ (leave).
9. The workers __________ (paint) the house before we __________ (move) In.
10. The teacher __________ (return) our exercise books after he __________ (correct) them.

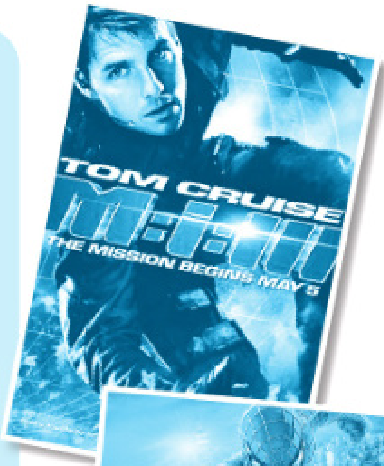
Writing

A Read the following dialogue between Kelvin and James on their favourite Hollywood films.



B *Write a composition in not less than 120 words on your favourite film. You may use the following questions to help you write it.*

- What is your favourite film?
- What is the film about?
- Who are the main characters? Describe them.
- What do you like and dislike about the film?
- What have you learnt from watching it?









WRITING TIPS

Remember to use some of these useful words or phrases when you are showing a contrast between two different points. Instead of using **'but'** at the beginning of a sentence, use any of these:

a) However,
b) Nonetheless,
c) Nevertheless,
d) On the contrary,
e) On the other hand,

Do you know of any others? Share them with your classmates.

Sound System

Stress Patterns (Words)

A *You have already learned three patterns of pronouncing words. Here are two more patterns. Say the words aloud.*

Pattern 4 (stress on the first syllable)	Pattern 5 (stress on the second syllable)
happily	a**no**ther
company	to**ge**ther
gathering	be**lie**ving
possible	con**si**der

The bold letters in Pattern 4 and 5 show which syllable is stronger or louder in the words. These are called 'stress'.

B *Can you tell which pattern the words below belong to?*

discover	multiple	reporter
direction	example	cabinet
manager	beautiful	tomorrow

C *Listen as your teacher says the words below. Decide which of the two patterns each word belongs to.*

articles	badminton
festivals	computer
newspapers	tourists
cashier	interview
employer	library

Enrichment

Forming Nouns

Words	Nouns
able	ability
absent	absence
accept	acceptance
act	action
add	addition
admire	admiration
adopt	adoption
advertise	advertisement
agree	agreement
allow	allowance
angry	anger
anxious	anxiety
appear	appearance
appoint	appointment
approve	approval
arrive	arrival
assist	assistance
attend	attendance
bad	badness
beautiful	beauty
begin	beginning
behave	behaviour
believe	belief
bitter	bitterness
brave	bravery
breathe	breath
bright	brightness
bury	burial

Words	Nouns
busy	business
choose	choice
clean	cleanliness
collect	collection
compare	comparison
compete	competition
conclude	conclusion
confident	confidence
consider	consideration
continue	continuity
correct	correction
create	creation
cruel	cruelty
curious	curiosity
dark	darkness
decide	decision
deep	depth
defend	defence
depart	departure
describe	description
prove	proof
punish	punishment
qualify	qualification
real	reality
relax	relaxation
renew	renewal
sad	sadness
safe	safety

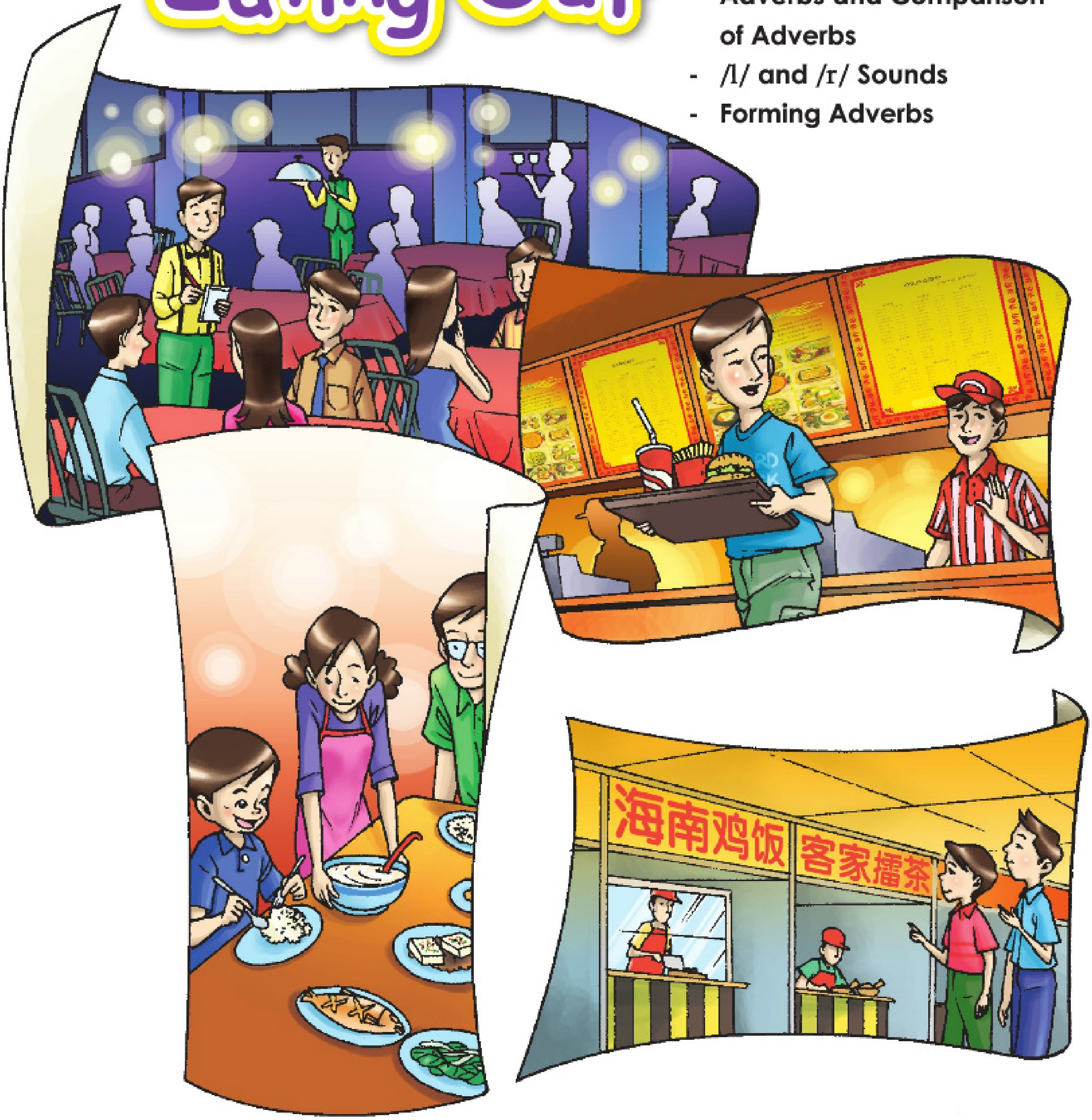
Words	Nouns
satisfy	satisfaction
see	sight
sell	sale
serve	service
sick	sickness
sit	seat
soft	softness
die	death
dirty	dirt
do	deed
encourage	encouragement
enjoy	enjoyment
enter	entrance
fail	failure
fertile	fertility
fit	fitness
fly	flight
foolish	foolishness
free	freedom
gentle	gentleness
good	goodness
great	greatness
grieve	grief
grow	growth
heal	health
high	height
holy	holiness
honest	honesty
imagine	imagination
imitate	imitation
inform	information
injure	injury
introduce	introduction
invent	invention
invite	invitation

Words	Nouns
judge	judgement
kind	kindness
know	knowledge
laugh	laughter
lazy	laziness
lend	loan
live	life
long	length
lose	loss
loyal	loyalty
mad	madness
marry	marriage
move	movement
obey	obedience
perform	performance
produce	production
protect	protection
proud	pride
speak	speech
strong	strength
succeed	success
teach	teaching
terrible	terror
think	thought
true	truth
understand	understanding
vain	vanity
valuable	value
weak	weakness
wed	wedding
weigh	weight
wise	wisdom
warm	warmth
young	youth

Unit 3

Eating Out

- Food and Eating Places
- Adverbs and Comparison of Adverbs
- /l/ and /r/ Sounds
- Forming Adverbs



Which place do you prefer to have your meal at? Why?

Listening

A 1. *Listen to the conversation between Junko and Adam and then answer the questions below.*

2. *Put a tick (✓) if the statement is true and a cross (×) if the statement is false.*

1. Adam visited Junko in Malaysia. ( )
2. Malaysia is famous for all kinds of food. ( )
3. 'Nasi lemak' is rice cooked with coconut milk. ( )
4. There are five different races living together in our country. ( )
5. 'Asam laksa' is a noodle dish with soup made from prawns. ( )
6. Junko has eaten 'roti canai' before. ( )

B 1. *Henry, Suresh, Hilal and Amy are discussing the different types of food in different countries. Listen to their conversation.*

2. *Listen to the conversation again and then fill in the blanks below with the help of a friend.*

Henry is looking at (1) ______________ food such as sushi, sashimi and tempura. They are his (2) ______________ food. Sushi is (3) ______________ with different toppings wrapped with (4) ______________ while sashimi is raw seafood like fish, (5) ______________ and prawns. Meanwhile, tempura is (6) ______________ or seafood coated with a special batter and then (7) ______________. Hilal prefers Italian food such as spaghetti and (8) ______________. On the other hand, Suresh loves steak and baked (9) ______________.

Speaking

A Practise conversations 1 and 2 with two of your friends.

Conversation 1

Waiter	:	Good morning, Sir.
Mr Chin	:	Good morning. Could I have a table for two, please?
Waiter	:	Yes, would that be smoking or non-smoking?
Mrs Chin	:	Non-smoking, please…
Waiter	:	Right, let me show you to your table.
Mr Chin	:	Thank you.
Waiter	:	Here's the menu, Sir. I'll be back to take your order shortly. (Five minutes later)
Waiter	:	Can I take your order, Sir?
Mr Chin	:	Yes, I would like to have a lamb chop and iced lemon tea, please.
Waiter	:	What would you like to have, Ma'am?
Mrs Chin	:	I'll have a black pepper steak.
Waiter	:	What about your drink, Ma'am?
Mrs Chin	:	I would like to have a glass of watermelon juice.
Waiter	:	Would you like to order anything else?
Mr Chin	:	No, thank you. That would be all.

Conversation 2

Waitress	:	Hi! Welcome to Food Corner!
Wen Yan	:	Hi…
Waitress	:	Can I have your order, please?
Wen Yan	:	Give me a cheese burger and a large coke.
Waitress	:	Any fries for you?
Wen Yan	:	Yes, one large fries. What about you, June?
June	:	I'd like a set of nuggets.
Waitress	:	Medium or large?
June	:	Medium…
Waitress	:	Any drinks for you?
June	:	Iced lemon tea.
Waitress	:	Large?
June	:	Yup…oh, and add one apple pie please.
Waitress	:	One apple pie, okay…Is that all?
June & Wen Yan	:	Yeah, thanks.

Say it right

- Madam or ma'am is the polite way of addressing a woman.

B Identify the differences between Conversation 1 and Conversation 2 with your friend by answering the questions below.

1. Where did these two conversations take place?
2. What is the difference between these two conversations?
3. Which conversation do you think sounds friendly? Why?

C Look at the pictures of the eating outlets below. Take turns to describe them with your friend and decide which is better.









TIPS

Useful expressions – to show emphasis

- It is **very**…
- The place is **really**…
- That is **so**…
- This is **extremely**…

D Choose any of the menus below. Then role-play a conversation with your friend. You may refer to Conversation 1 or 2.

Mamak Paradise

Chicken Curry
Fried Chicken (Original)
Fried Chicken (Sambal)

Roti Canai
Roti Pisang
Roti Telur
Naan

Iced lemon tea
Coke, Sprite, Sarsi, 100 plus
Teh Tarik

Enjoy your meal !!!

*****Jazz Italian Cuisine*****

Spaghetti Bolognaise
Fettuccini Carbonara
Beef or Chicken Lasagna

Soup of the Day

Fresh Prawn Salad
Italian Salad

Citrus Juices (Orange/Lime)
Pierre Mineral Water
Coffee or Tea

Discussion

Which would you prefer? Eating at roadside stalls, posh restaurants or at home?

Reading

A Read the following passage.



Today, people have changed a lot in their eating habits. In the past, most wives would cook at home, and their husbands would come home after work to eat together with their families. Today, as both wives and husbands are working, they have no time to prepare meals at home. Due to their hectic lifestyles, they have no choice but to eat out with their families. Most people choose to eat out because it is more convenient than preparing meals at home.

Meanwhile, some people make eating out special for certain occasions such as romantic dinner, birthday dinner, anniversary dinner and other celebrations, which are usually taken out of the home or the workplace. In the business world, eating out and doing lunch are important because most business deals are made there and then.

When eating out, there are many eating outlets to choose from. There are roadside stalls, foodcourts and restaurants, each with its pros and cons. Roadside stalls, for example, offer a variety of choices at low prices. However, the hygiene of these stalls is questionable. Restaurants, on the other hand, provide a clean and comfortable environment with better services

Vocabulary Check

eat - dine
important – crucial

and facilities. Nonetheless, the price is higher than those at foodcourts and roadside stalls. The popularity of eating out can also be seen in the growth of fast food restaurants such as McDonald's, Kentucky Fried Chicken and Pizza Hut all over the world. Eating out encourages the increasing number of these eating places around cities all over the world.

B Complete the words with the help of the clues. The words are found in the passage.

	Column A Clue	Column B Word
1.	busy	H __ __ T __ __
2.	easy	__ __ N __ E __ I __ __ __
3.	events	__ C __ A __ I __ __ __
4.	agreements	__ E __ __ S
5.	advantages and disadvantages	__ __ O __ and __ O __ __
6.	cleanliness	__ __ G __ __ N __

*C Fill in the blanks with the words from **Column B** in **Exercise B**.*

1. Shopping at hypermarkets is ____________ as we can get almost everything under one roof.
2. The company gave its workers a four-month bonus because it had secured many business ____________ from big companies.
3. There are many ____________ of staying in a school hostel.
4. Life in the city is more ____________ than life in the country.
5. Something has to be done to improve the ____________ of our public toilets.
6. The manager offered generous sponsorship for some of the ____________.

D For each statement below, write 'T' if the statement is true and 'F' if it is false.

1. People nowadays do not prepare meals at home because they are lazy to cook. ☐

2. People eat out because of their busy lifestyle nowadays. ☐

3. It is more convenient to eat out than to prepare meals at home. ☐

4. Everybody prefers to eat at restaurants because they are cleaner than roadside stalls. ☐

5. Eating out in the business world is important because all business deals are made then. ☐

6. Eating out encourages the growth of many eating places nowadays. ☐

E Answer the following questions based on the passsage.

1. How have people's eating habits changed nowadays?

2. Why do more people choose to eat out than to prepare their own meals at home?

3. On what occasion do some people eat out?

4. Why are eating out and doing lunch important in the business world?

5. What are the advantages of eating at roadside stalls?

6. Why do you think eating at restaurants cost more than eating at roadside stalls or foodcourts?

Language

Adverbs

An adverb **describes an action**. It adds more meaning to a verb. It usually comes after a verb.

An adverb modifies a verb, an adjective, or another adverb in the sentence.

Look at the **five** kinds of adverbs below:

Adverbs	Meaning	Example
Adverbs of Manner	Tell us **how** an action is done	The dog barks **loudly**.
Adverbs of Time	Tell us **when** an action is done	They had a party **yesterday**.
Adverbs of Place	Tell us **where** an action is done	The coconut tree can be found **everywhere** in Malaysia.
Adverbs of Frequency	Tell us **how often** an action is done	I **sometimes** go shopping.
Adverbs of Degree	Tell us **to what extent** an action is done	She performed **poorly** in the final exam.

1. Adverbs of Manner

Examples:

walk **slowly**	sing **sweetly**
smile **happily**	do **quietly**
eat **hungrily**	drive **carefully**
sing **beautifully**	talk **noisily**
dance **gracefully**	bark **angrily**

Examples:

1. She *speaks* **softly**.
(verb) (adverb)

2. I *play* **happily** with my friends.
(verb) (adverb)

Reminder

I play happy with my puppy. (×)
I play **happily** with my puppy. (✓)

Exercise 1

Choose a suitable Adverb for each sentence below.

angrily	happily	carefully	beautifully	correctly
peacefully	seriously	patiently	punctually	safely

1. The baby is sleeping __________ in the cot.
2. The concert started __________ at 3:00 pm.
3. "Mother, I've won a prize!" shouted Mary __________.
4. Janet's house was __________ decorated for the party.
5. You must answer these questions __________.
6. Puan Zaiton signed her name __________ on the cheque.
7. The spectators waited __________ for the game to start.
8. Some passengers were __________ injured in the accident.
9. The manager shouted __________ at the salesman.
10. The fisherman swam __________ back to the shore.

2. **Adverbs of Time**

tomorrow	already	then	yesterday	soon	recently	today	now

3. **Adverbs of Place**

here	everywhere	there	somewhere

Exercise 2

Fill in the blanks with suitable Adverbs from the examples given above.

e.g. John was late for his tuition class **today**.
You must all meet **here** at 7:30 am **tomorrow**.

1. Janet's dog follows her __________ she goes.
2. It is getting late. I have to leave __________.
3. The coconut tree can be found __________ in Malaysia.
4. The gardener has __________ mowed the lawn.
5. A new bookshop has __________ opened near my house.
6. I have seen that man __________ before but I can't remember where.
7. The results of the election will be announced __________.
8. The examination will be over __________. Let us go __________ after that.
9. I am busy __________. Come back later and I will speak to you __________.
10. You cannot park your car __________. You have to park it over __________.

4. Adverbs of Frequency

sometimes	regularly	usually	generally	frequently	always
seldom	habitually	hardly	rarely	scarcely	
ever	never	barely	often	occasionally	

The following examples will show you where to put adverbs of frequency in a sentence.

* **Before a verb** (except 'to be') when it is one word only.
- a) It **often** rains in the evening.
- b) We **seldom** go to the cinema nowadays.

* **Before the second word** when the verb consists of two or more words.
- a) My friend is **usually** waiting for me at the bus station.
- b) The thief would **never** have been caught if he had not come back.

* **After the verb 'to be'** or the **first word**, if it consists of two words.
- a) She is **sometimes** very angry with us.
- b) I will **always** be here if you need me.

* Note that we put 'ever' **after the subject** in questions.
- a) Have you **ever** been to Sarawak?
- b) Will she **ever** become an actress?

Exercise 3

Place the Adverb(s) in brackets in the correct place in each sentence below.

1. They forget to bring their books. (occasionally)
2. We do not go to school by bus. (generally)
3. I write to my friends in Kota Kinabalu. (regularly)
4. Has he told you about himself? (ever)
5. My father leaves the house at 7:30 am. (usually)
6. The spectators were irritated by the referee's decisions. (frequently)

7. It snows in Malaysia and the temperature is above 15°C. (never, usually)

8. Stray goats come into our compound but our dog chases them away. (often, always)

9. My brother falls off his bicycle but he does not hurt himself very much. (frequently, often)

10. I am late for school because my alarm clock wakes me up on time. (rarely, always)

5. Adverbs of Degree

very	completely	too	quite	almost
nearly	soon	thoroughly	enough	poorly

Exercise 4

Fill in the blanks with suitable Adverbs from the examples given above.

1. You were __________ excited to see your idol.

2. She was __________ sad when she heard the bad news.

3. The screen is big __________ for me to enjoy the show.

4. She has performed __________ in the singing competition.

5. A few wooden houses were __________ gutted by the fire.

6. My mother has __________ finished cooking; we can soon have dinner.

7. Mary is __________ a helpful person, therefore everyone likes her very much.

8. The motorist __________ knocked down the woman. She was lucky.

9. The police officers searched the park __________, looking for the escapee.

10. My sister has finished her studies overseas; she is coming home __________.

Comparison Of Adverbs

There are THREE DEGREES in the comparison of adverbs: the **Positive**, the **Comparative** and the **Superlative**.

1. The **positive degree** is the **simple form** of the adverb.

   Examples:
   - ✻ The man speaks **clearly**.
   - ✻ We work **hard** to pass the examination.

2. The **comparative degree** is used to **compare two actions** denoted by verbs. We usually form the comparative degree by adding **–er** or **–ier** to the adverb.

   Examples:
   - ✻ Our English teacher leaves **earlier** than our Science teacher.
   - ✻ My sister does her homework **later** than I.

   ✶ For adverbs of more than one syllable, add **'more'** to form the Comparative.

   Examples:
   - ✻ An aeroplane moves **more rapidly than** a ship.
   - ✻ Jenny dresses **more fashionably than** her friend.

   ✶ Notice that we use **'than'** after an adverb of the comparative degree.

3. The **superlative degree** is used to **compare more than two actions** denoted by verbs. We usually form the superlative degree by adding **–est** or **–iest** to the adverb.

   Examples:
   - ✻ Of all the competitors, he runs **the fastest**.
   - ✻ Who ran **the farthest** in the race?

   ✶ For adverbs of more than one syllable, add **'most'** to form the Superlative.

   Examples:
   - ✻ Of all the students, he answered **the most intelligently**.
   - ✻ Of all the workers in the factory, he worked **the most skilfully**.

   ✶ Notice that we usually use **'the'** before an adverb of the **superlative degree**.

Exercise 5

Fill in the blanks with the correct degree of the Adverbs.

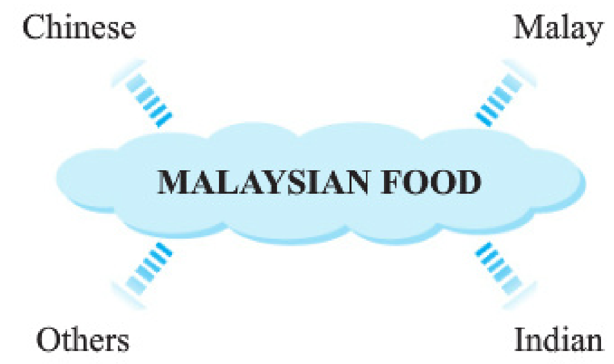
1. The boys behaved __________ (extremely) well yesterday.
2. She dances __________ (gracefully) than her sister.
3. In his family, he does his work __________ (carelessly)
4. He sleeps __________ (soundly) than a baby.
5. Sue sings __________ (bad) among her classmates.
6. Ali lives __________ (far) than John.
7. Who runs __________ (fast), Ali or Samad?
8. I accept your invitation __________ (happily).
9. The bright boy solved the problem __________ (easily).
10. He works __________ (hard) than his younger brother.
11. Of all my friends, Ah Lan speaks __________ (cheerfully).
12. The teacher said that Mei Ling writes __________ (legibly) among her students.
13. He does his homework __________ (good) than his brother.
14. A student who studies __________ (regularly) than others will do better.
15. We were __________ (deeply) sorry when we heard the sad news.

Reminder

He often shouts loud in class. (×)
He often shouts **loudly** in the class. (✓)

Writing

A *What are the different types of food available in your country? Complete the following mind map. You may like to discuss with your friends.*



B *Your pen pal from Japan is planning to visit you next month. He is interested in finding out more about the Malaysian food. Write a letter in not less than 120 words informing him about the different types of food available in Malaysia. Refer to the points in your mind map above.*

WRITING TIPS

When writing an informal letter, use the following format:

30, Jalan Damai 2,
Taman Damai,
Cheras,
56000 Kuala Lumpur.
20 September 20__

Dear ______,

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxx.

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxx.

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxx.

Your friend,
Signature

C Rewrite the following sentences as concisely as possible.

e.g.	Susan was watching television. She received a call when she was watching television. The call was from the hospital. <u>While Susan was watching television, she received a call from the hospital.</u>

1. Desmond likes reading. He enjoys reading because he can improve his language. He can also get more knowledge from reading books.

2. A fire broke out at a furniture factory. It was located in Cheras. It occurred at about 10:30 pm.

3. My uncle bought an expensive watch. He bought it from Switzerland last week. He bought it for me.

4. Driving in the city is very dangerous. There are many cars, taxis and buses. These drivers drive at a very dangerous speed.

5. The football fans are over the moon. They are clapping and cheering loudly. Their football team has just won the football match.

6. Siti has a beautiful voice. She sings beautifully. She is very talented.

7. Doing homework is good for students. Students can do more exercises. These exercises can help them to understand better what they have learnt.

8. Sleeping is good for our body. Sleeping sufficiently is also good to keep us fresh and active mentally.

9. Sally's parents own a restaurant. She helps them at the restaurant. She does all her work well and fast.

10. The journey from the school to the museum was very long. It took almost one and a half hours to reach the museum. All the students on the bus were noisy and restless.

Sound System

/l/ and /r/ Sounds

/l/	/r/
lace	**r**ace
light	**r**ight
low	**r**ow
p**l**y	p**r**y
c**l**ose	c**r**ows
b**l**ight	b**r**ight
c**l**am	c**r**am
cur**l**y	cu**rr**y
rea**l**	**r**ear
lime	**r**hyme

A Repeat the above words after your teacher. Listen to the difference between the /l/ and the /r/ sounds.

B Practise saying these sentences with your teacher. Can you pronounce the words in bold clearly?

1. The **plough** / **prow** is made of wood.
2. The deer will **flee** / **be** free.
3. The fire began to **glow** / **grow**.
4. Let us **play** / **pray** in the church.
5. We will make it **light** / **right**.

C Say the above sentences to a partner using only one of the words in bold. Can your partner tell which of the five words you are using?

Enrichment

Forming Adverbs

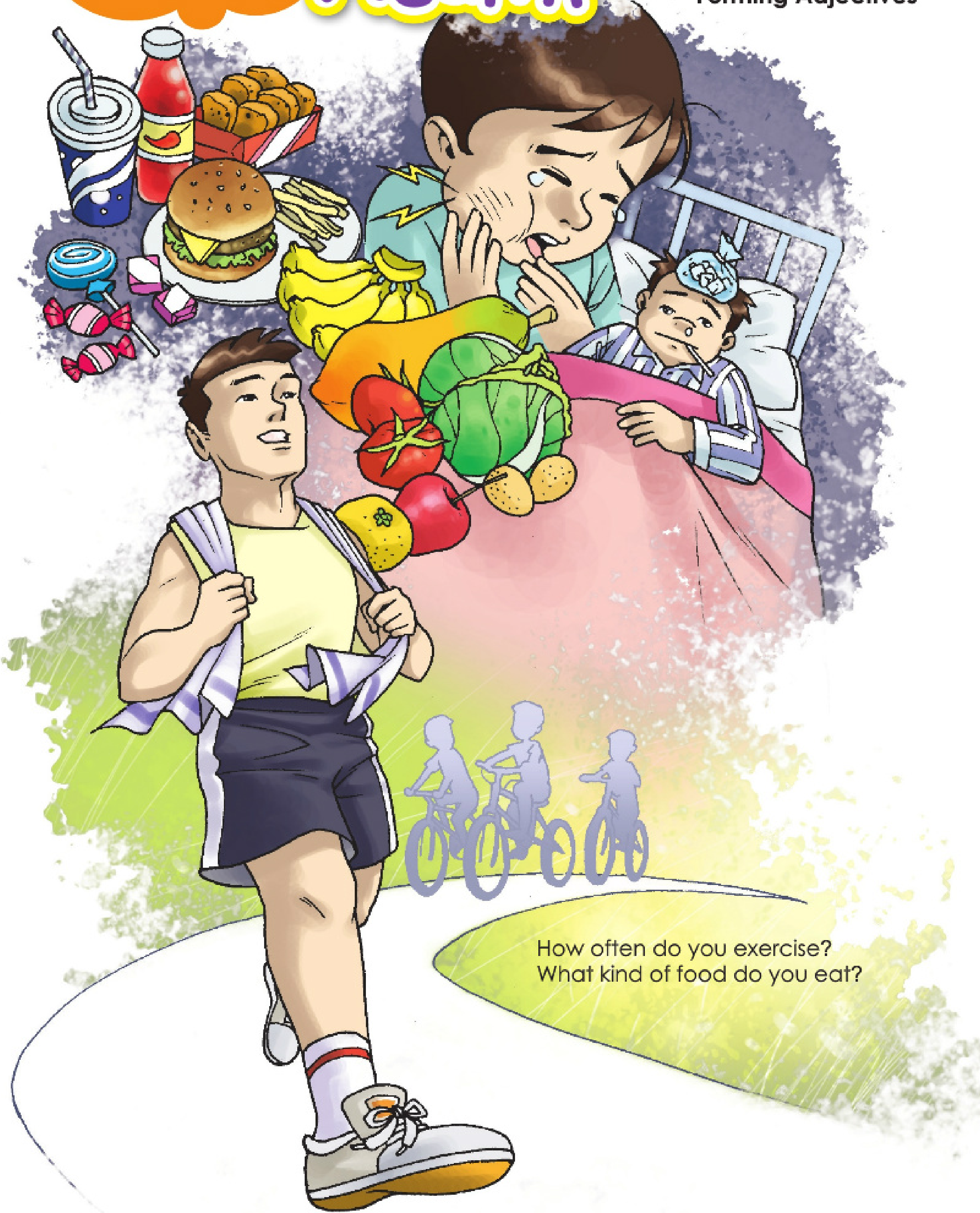
Words	Adverbs
accident	accidentally
actual	actually
agree	agreeably
angry	angrily
annual	annually
awful	awfully
brave	bravely
careful	carefully
cheerful	cheerfully
complete	completely
dangerous	dangerously
day	daily
easy	easily
effective	effectively
excellent	excellently
faithful	faithfully
fearful	fearfully
fierce	fiercely
first	firstly
foolish	foolishly
forgetful	forgetfully
graceful	gracefully
gradual	gradually
happy	happily
hard	hardly
heavy	heavily
horrible	horribly
ideal	ideally
kind	kindly
last	lastly
late	lately
lucky	luckily
loud	loudly
lazy	lazily
mad	madly
natural	naturally
near	nearly

Words	Adverbs
neat	neatly
necessary	necessarily
nice	nicely
noisy	noisily
occasion	occasionally
one	once
original	originally
painful	painfully
part	partly
peaceful	peacefully
pleasant	pleasantly
polite	politely
pretty	prettily
prosperous	prosperously
proud	proudly
quick	quickly
quiet	quietly
regular	regularly
rough	roughly
sad	sadly
safe	safely
silent	silently
simple	simply
sincere	sincerely
skilful	skilfully
slow	slowly
sound	soundly
special	specially
successful	successfully
strong	strongly
sudden	suddenly
sweet	sweetly
terrible	terribly
true	truly
whole	wholly
willing	willingly
wise	wisely

Unit 3

Unit 4 Health

- Health
- Gerunds
- /ɜː/ and /əʊ/ Sounds
- Forming Adjectives



How often do you exercise?
What kind of food do you eat?

Listening

A *1. Listen to the conversation between Ben and Adam and then answer the questions below.*

2. Put a tick (✓) if the statement is true and a cross (×) if the statement is false.

1. Adam is sick and lethargic. ( )
2. The exams will be held next week. ( )
3. Ben is having cough and flu. ( )
4. Ben has been studying till very late at night. ( )
5. We should drink 10 glasses of water every day. ( )
6. A balanced diet includes chicken and meat ( )

B *1. Dr Teo, the school dentist, is giving a speech. Listen to his speech and take short notes.*

2. Listen to his speech again and fill in the table below.

(1) ______________________ twice a day.

Do not brush (2) ______________________

(3) ______________ and use an oral (4) ______________ to gargle.

Visit (6) ______________________ every six months.

Plaque can cause gum disease, (5) ______________ and tooth decay

TIPS

You can use mind mapping for note taking. This will help you take notes quickly without breaking the flow of the conversation.

Speaking

A Expressions

Giving suggestions or advice

You can try…

You could also…

It would be good for you to…

Never….



Maybe you should…

I think you ought to…

Don't ever…

You should not…

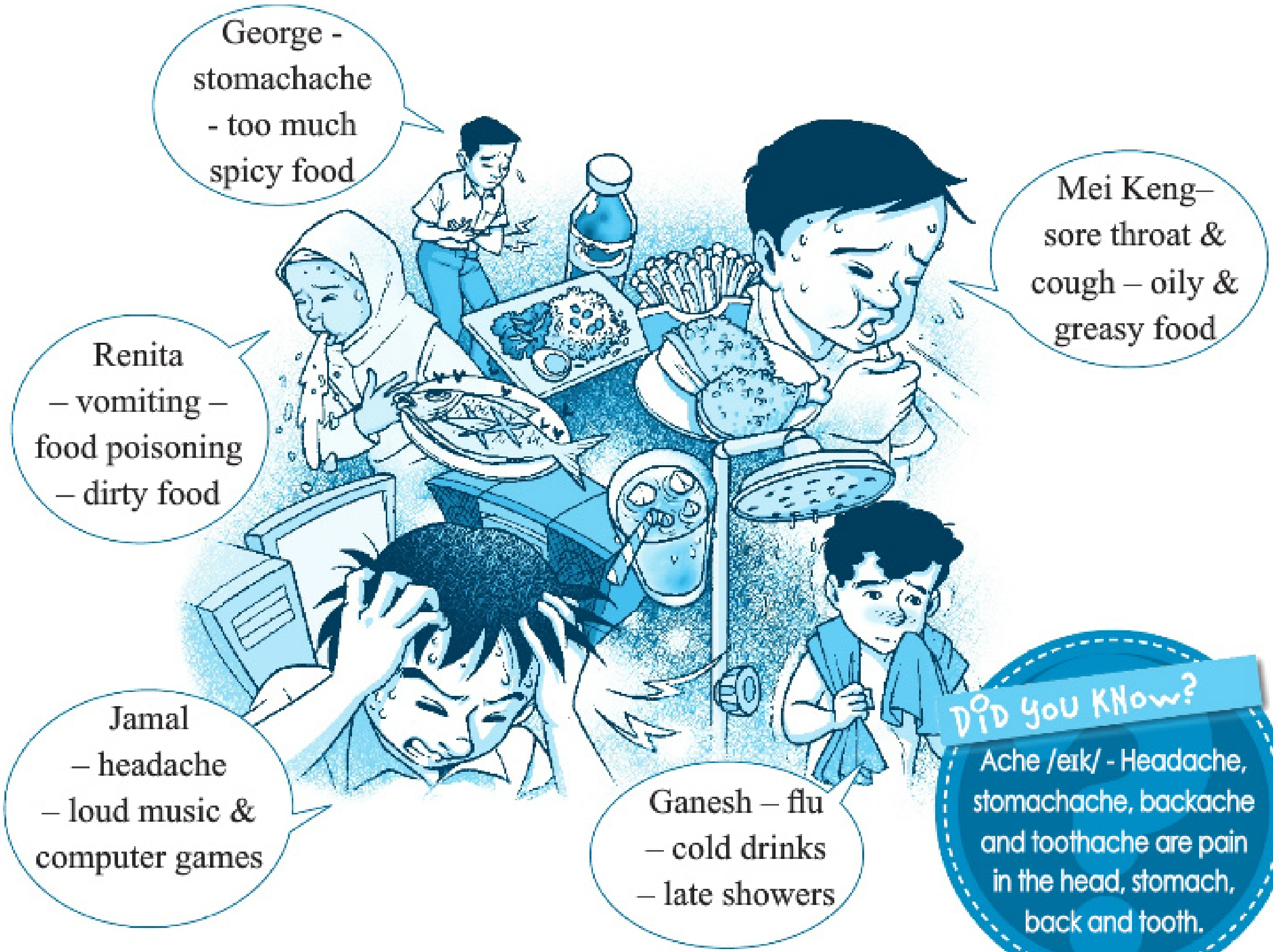
Say it right

When you **avoid** something/ someone, you stay away from something/someone. To stop something from happening is to **prevent** it.

B *Discuss with your friends the suitable answers for the statements below using the expressions above.*

1. ………………………..bathe late at night if you do not want to catch a cold.
2. ……………………………eat more fruits and vegetables to stay healthy.
3. …………………………..stand under the hot sun to avoid getting a fever.
4. ……………………………………exercise more to keep yourself fit.
5. ……………………………….. visit the dentist every six months.

C Each of the characters below has some kind of health problems. Imagine that you are his or her friend. Give suggestions or advice on how to overcome their health problems. Exchange your response with your partner.



DID YOU KNOW?

Ache /eɪk/ - Headache, stomachache, backache and toothache are pain in the head, stomach, back and tooth.

Discussion

Some people can live up to ninety years old. In your opinion, how can we take care of our health and have a longer life?

Reading

A *Read the following passage.*



Most people place great importance on health. People who ignore their health face the risk of paying thousands of ringgit for healthcare and medical costs. Strangely enough, it is not any major illness but the common cold that proves to be one of the most frequent and expensive illnesses. Some children catch the common cold as many as twelve times a year. However, adults can catch a cold the most six or eight times a year because their immune system is stronger than children's.

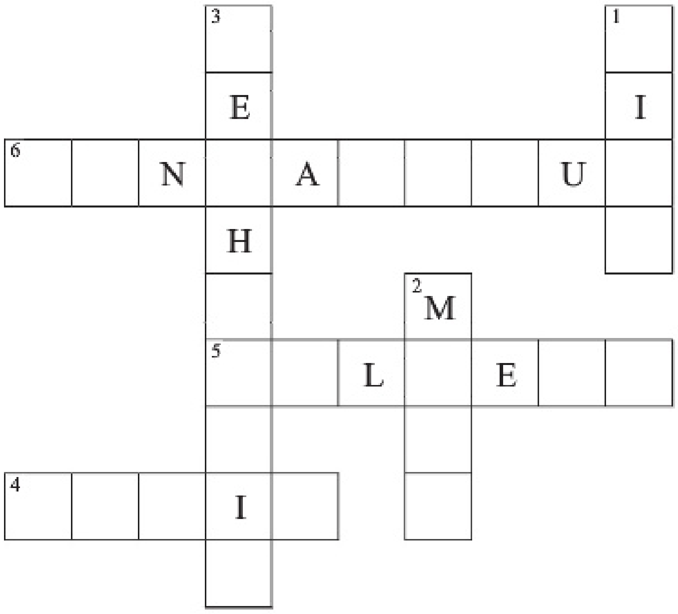
What is a cold? A cold is also known as influenza or flu. It is a viral infection of the human's breathing organs usually followed by a sore throat, sneezing and a runny nose. A person who catches a cold may have a body temperature that is slightly higher. This person may also have a mild cough several days later and feel lethargic and weak.

Traditional treatments and modern medicine have not been able to successfully kill cold viruses once they have attacked the body. As the saying goes 'Prevention is better than cure'; therefore, the best way to handle a cold is to prevent it. To avoid a cold, you should wash your hands frequently and avoid humid and crowded places. If you do get a cold, doctors advise that you take an over-the-counter medication such as cough-cold medicine to relieve the runny nose and cough. It may be contagious, too. Therefore, it is also advisable for you to have plenty of rest at home and avoid human contact as you may spread your cold to others.

Vocabulary Check

expensive - costly
breathing – respiratory

B *The words in the crossword puzzle are used in the passage. With the clues provided, complete it.*



Down

1. danger
2. not serious
3. tired

Across

4. wet
5. ease
6. infectious

C *Fill in the blanks with the correct words from the crossword puzzle.*

1. Myolie feels ____________ because she has been burning the midnight oil these days preparing for her final examinations.

2. “Malaysia is a hot and ____________ country. So, you need to bring more T-shirts,” Lily informed her Japanese friend.

3. Those who smoke face the ____________ of getting lung cancer.

4. Daniel has to take some medicine to ____________ his headache.

5. Chicken pox is a ____________ disease.

6. “You have a ____________ sore throat. Avoid greasy food and cold drinks,” the doctor advised him.

D *For each statement below, write 'T' if the statement is true and 'F' if it is false*

1. People who ignore their health might have to spend more money on health care and medical costs later. ☐

2. Adults catch cold less often than children do because their bodies are bigger in size compared to children's. ☐

3. A person having a cold will have a low body temperature with occasional coughs. ☐

4. The body temperature of a person who catches a cold may be normal. ☐

5. A person who has a cold should go out often so that the viruses on his body could become better. ☐

6. At the moment, both modern and traditional medicine cannot kill cold viruses immediately. ☐

E *Circle the best answer from the options provided.*

1. The following statements are true **EXCEPT**
   - **A** Some children catch the common cold as many as twelve times a year.
   - **B** Children can catch a cold as many as eight times a year.
   - **C** Treating a cold can be expensive.
   - **D** Taking modern medicine can cure a cold immediately.

2. What are some of the early symptoms of a cold?
   - **A** A runny nose, sneezing and a sore throat
   - **B** A high fever, coughing and a runny nose
   - **C** A runny nose, sneezing and coughing
   - **D** A sore throat, sneezing and a high fever

3. What would happen to a person a few days after being infected by a cold virus?
   A He may cough and feel weak.
   B He may sneeze and feel tired.
   C He may cough and feel sleepy.
   D He may sneeze and feel weak.

4. Which of the following is **NOT** a way to handle a cold?
   A Wash our hands frequently.
   B Avoid crowded places.
   C Have plenty of rest.
   D Bathe frequently.

5. What does the writer mean by 'Prevention is better than cure'?
   A It is better that we do not go to the doctor because the medical bill is high.
   B It is better to take care of ourselves to avoid becoming ill than to go to the doctor.
   C It is better to rest at home when we are sick than to go to the doctor.
   D It is better that we do not fall ill so that we do not have to see the doctor.

6. Why is it advisable for a person who has a cold to avoid crowded places?
   A He may need plenty of rest.
   B He may spread the cold to others.
   C It will make his cold worse.
   D It is the doctor's advice.

Language

Gerunds

Gerunds are formed by adding '…ing' to a verb. It is a verbal noun, and it behaves as a noun in a sentence. Most gerunds are singular and uncountable.

A gerund or a gerund expression can be used:

1. as the **subject** of a verb.

Examples:

* **Reading** increases our knowledge.
  (subject)
* **Playing** tennis is fun.
  (subject)

2. as the **object** of a verb.

Examples:

* My father *enjoys* **travelling**.
  (verb) (object)
* We *avoid* **seeing** her.
  (verb) (object)

3. after some **prepositions**.

Examples:

* He is excited *about* **playing** tennis.
  (preposition)
* Sue is good *at* **swimming**.
  (preposition)
* She thanked me *for* **lending** her my books.
  (preposition)

There are some common verbs followed by gerunds.

enjoy	appreciate	mind	suggest	mention
stop	avoid	postpone	delay	keep (keep on)
consider (think about)	finish (get through)	discuss (talk about)	quit (give up)	put off

stop + gerund:* When the teacher entered the room, the student **stopped talking.
stop + to-infinitive:* I **stopped to talk to my friend when I bumped into him on the street.

Part I: Oral

Exercise 1

Make sentences using the given words.

e.g. **enjoy + read a book**
Possible response: I **enjoy reading** a book every morning.

1. mind + close the door
2. stop + have supper
3. finish + cook dinner
4. avoid + answer my question
5. put off + do my work
6. delay + leave on vacation
7. keep on + work
8. consider + get a job
9. suggest + go to the US
10. discuss + go to a concert

Reminder

Play chess is fun. (×)
Playing chess is fun. (✓)

Exercise 2

Fill in the blank below with a suitable Gerund.

1. __________ (Swim) is a good exercise.
2. I scolded them for __________ (kick) the dog.
3. We hate __________ (write) compositions.
4. I enjoy __________ (watch) soccer games.
5. My parents prefer __________ (listen) to music.
6. __________ (Talk) about others is a bad habit.
7. The __________ (shout) frightened us.
8. My neighbour likes __________ (shop) in supermarkets.
9. Do you mind __________ (help) me to carry these boxes?
10. Pauline is not good at __________ (cook) and __________ (wash).



Part II: Grammar

Exercise 1

Supply an appropriate Preposition and verb form.

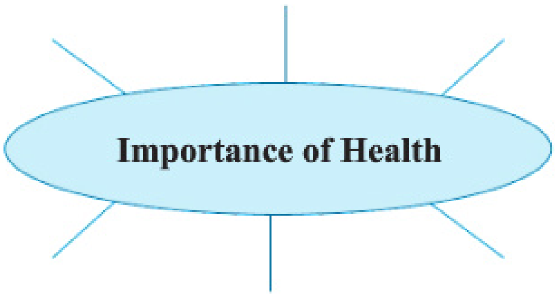
1. Henry is excited __________ (leave) __________ for India.
2. You are capable __________ (do) __________ better work.
3. I have no excuse __________ (be) __________ late.
4. Alice isn't interested __________ (look) __________ for a new job.
5. I apologised to Diane __________ (make) __________ her wait for me.
6. You should take advantage __________ (live) __________ here.
7. He showed us how to get to his house __________ (draw) __________ a map.
8. Instead __________ (study) __________, Alice went to a ball game with some of her friends.
9. Thank you __________ (help) __________ me carry the packages to the post office.
10. The weather is terrible tonight. I don't blame you __________ (not, want) __________ to go to the meeting.

Reminder

Do you mind close the door? (×)
Do you mind **closing** the door? (✓)

Writing

A In small groups, discuss the importance of taking care of our health in our lives. Use the following mind map to help you develop your ideas.



B Using the points you have discussed above, write a composition in not less than 120 words on the importance of taking care of our health.

WRITING TIPS

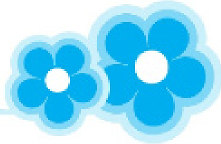
Remember to use some of these useful words or phrases when you are showing the result or effect of a situation. Instead of using **'but'** at the beginning of a sentence, use any of these:

a) Therefore,
b) Consequently,
c) As a result,
d) Hence,
e) Thus,

Do you know of any others? Share them with your classmates.



Sound System



/ɜ:/ and /əʊ/ Sounds

/ɜ:/	/əʊ/
s**ir**	s**o**
b**ur**n	b**o**ne
t**ur**n	t**o**ne
w**or**k	w**o**ke
f**er**n	ph**o**ne
fl**ir**t	fl**oa**t
c**ur**led	c**o**ld
irk	**oa**k
j**er**k	j**o**ke
h**er**d	h**o**le

A *Repeat the above words after your teacher. Listen for the difference between the /ɜ:/ and the /əʊ/ sounds.*

B *Can you tell whether the words below have the /ɜ:/ or the /əʊ/ sound?*

colonel	hold
worm	skirt
show	window
Thursday	were
OK	go

Enrichment

Forming Adjectives

Words	Adjectives
ability	able
accept	acceptable
accident	accidental
admire	admirable
agree	agreeable
anger	angry
anxiety	anxious
attend	attentive
attract	attractive
beauty	beautiful
benefit	beneficial
boy	boyish
care	careless/careful
caution	cautious
centre	central
change	changeable
child	childish
choose	choosy
circle	circular
comfort	comfortable
compete	competitive
consider	considerate
courage	courageous
create	creative
crime	criminal
critic	critical
cruelty	cruel
danger	dangerous
decide	decisive

Words	Adjectives
decorate	decorative
depend	dependable
describe	descriptive
destroy	destructive
distance	distant
energy	energetic
enjoy	enjoyable
express	expressive
faith	faithful
father	fatherly
favour	favourable
fool	foolish
force	forceful
forget	forgetful
friend	friendly
girl	girlish
gold	golden
grace	graceful
habit	habitual
harm	harmful/harmless
hate	hateful
heal	healthy
height	high
help	helpful/helpless
hero	heroic
honour	honourable
hope	hopeful/hopeless
horror	horrible
humour	humorous

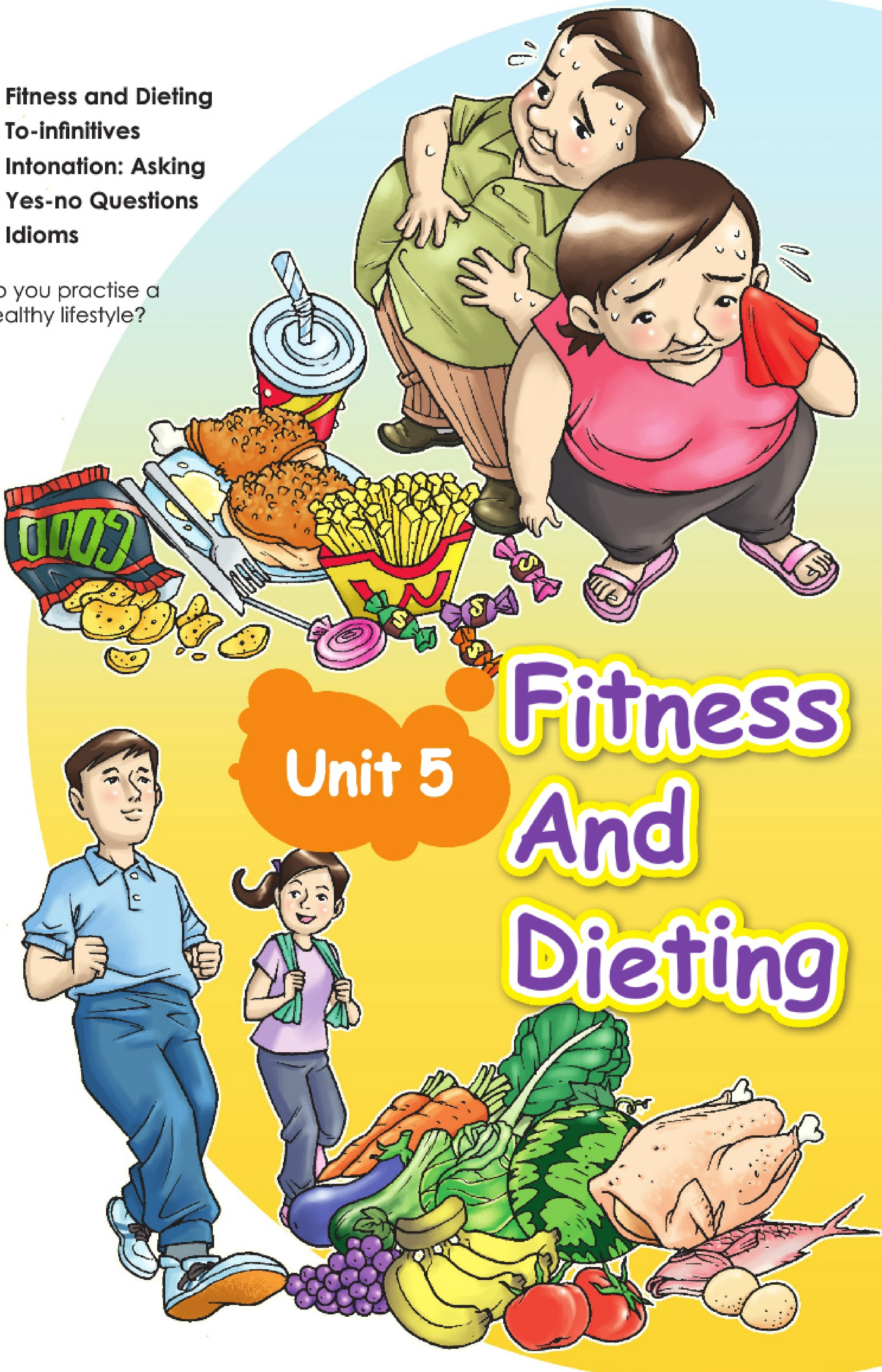
Words	Adjectives
imagine	imaginary/imaginative
industry	industrious
joy	joyful
length	long
lose	lost/losing
mercy	merciful/merciless
murder	murderous
music	musical
nature	natural
noise	noisy
notice	noticeable
obey	obedient
origin	original
patience	patient

Words	Adjectives
peace	peaceful
please	pleasant
poison	poisonous
pride	proud
reason	reasonable
skill	skilful
success	successful
sympathy	sympathetic
talk	talkative
terror	terrible
thirst	thirsty
tire	tired/tiring/tiresome
variety	various
youth	young



- Fitness and Dieting
- To-infinitives
- Intonation: Asking Yes-no Questions
- Idioms

Do you practise a healthy lifestyle?



Unit 5 Fitness And Dieting

Listening

A 1. *Listen to the interview between Angeline and Dr Lynn and then answer the questions below.*

2. *Put a tick (✓) if the statement is true and a cross (✗) if the statement is false.*

1. Angeline was having her lunch in the canteen. ( )
2. To diet means to reduce food intake. ( )
3. We can fall sick if we stop eating altogether. ( )
4. Fried chicken is very unhealthy. ( )
5. Cholesterol can cause heart attack. ( )
6. Angeline dislikes eating sweet food. ( )
7. Fruits and vegetables are very good for health. ( )
8. Exercise can help us lose weight. ( )

B 1. *Mr Daniel is a fitness instructor. Listen to his speech on 'Keeping Fit' and take short notes.*

2. *Listen to his speech again and answer the questions below.*

TIPS

Some words like **cost** and **cause** may sound alike. To identify which word is being used, it is important to pay attention to the meaning of the sentence.

1. What does it mean by 'to be fit'?

____

2. How can we keep fit?

____

3. What are some of the ways we can stay active?

____

4. What are the disadvantages of slimming pills?

____

5. Why is it dangerous to skip our meals?

____

Speaking

A Susan and Julie are talking about slimming pills. Read the conversation below with a friend.

Susan : Hi! Julie, what are you taking? Vitamin C?
Julie : Hey! Susan, erm…no, don't tell anyone but I'm actually taking my slimming pill.
Susan : What? Julie, those things are very dangerous!
Julie : Actually, I've heard about it but so far I'm fine.
Susan : No, these slimming pills may have a delayed side effect. Sometimes you can't see the effect immediately.
Julie : Well…
Susan : Julie! I feel that you should stop taking those pills.
Julie : It's easy for you to say, Susan. You're slim, but I'm not.
Susan : There are better ways to stay slim, not by taking slimming pills.
Julie : Are there?
Susan : Yes. I stay slim because I swim every day. Why don't you join me?
Julie : I guess I could try.
Susan : That's great!

TIPS

Useful expressions – to invite.

- *Why don't you come along?*
- *Would you like to join us?*
- *You can come with us if you want to.*
- *We would like you to come.*

B Fill in the blanks below with the suitable words or phrases in the boxes on page 74.

Susan : Hi, Julie! What are you (1) ____________?
Julie : Hey, Susan. I'm (2) ____________.
Susan : What is that?
Julie : Actually, it is (3) ____________.
Susan : Oh I see. What are the benefits of (4) ____________?
Julie : Well, it helps me to (5) ____________.
Susan : Really?
Julie : Yes, (6) ____________. What about you, Julie?
Susan : Oh, I stay healthy by (7) ____________ every day.
Julie : That's great!

- vegetables contain lots of vitamins, minerals and fibre.
- maintain a balanced diet
- eating fruits
- eating
- a combination of fresh vegetables
- eating salad
- eating salad

- yoga improves my flexibility
- doing
- doing yoga
- jogging
- an exercise involving the body and mind
- keep fit and stay healthy
- doing yoga

DID YOU KNOW?

To be **attracted** to something is to be drawn towards something. On the other hand, to be **addicted** to something is to be drawn and unable to control yourself from using or doing it.

C *Take turns to ask your friend the questions below.*

1. People are so conscious about their looks? Why?
2. Why do you think teenagers, especially girls, want to be thin?
3. How would you define a perfect body?

Discussion

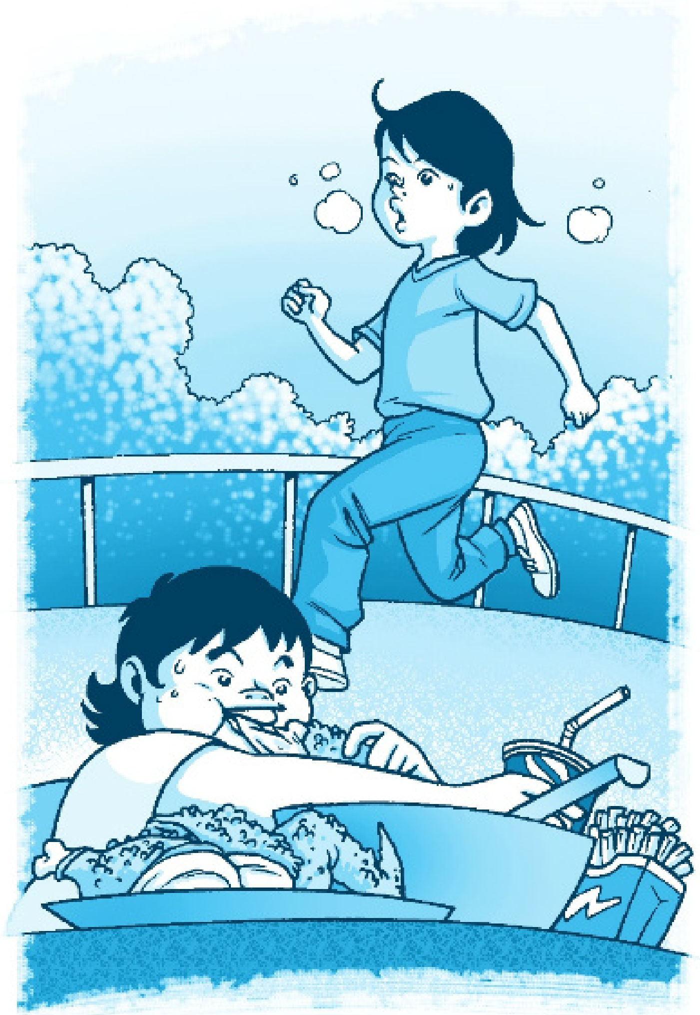
Your friend thinks that he/she is very ugly and everyone hates him/her. Give your opinion on this matter.

Reading

A *Read the following passage.*

Eating fast food once in a while is not harmful, but eating it for most of your meals can lead to many health problems such as putting on too much weight and becoming ***obese***.

Many people try to lose weight by dieting. Since dieting might bring ***negative*** effects, you should ***consult*** a nutritionist or a dietician for a proper diet plan. Dieting may cause a yo-yo effect where your weight can decrease or increase a lot over a short period of time, which can be quite ***hazardous*** to your health. However, most people tend to give up dieting after failing to keep to their weight loss programme because they do not see the results within the first few days or weeks. The fact is that it takes some time for you to gain weight and likewise, you will not be able to lose it all overnight. Therefore, it is important to continue to follow your diet programme.



In addition, eating slowly can help in a weight loss programme. By eating slowly, you can taste the food better. Furthermore, eating slowly, especially over a prolonged duration, indirectly assists both our brain and stomach to understand that we are already full, and we should not eat more than necessary. Drinking water can also benefit you in losing weight. If you drink cold water a minute ***prior to*** your meals, it will cause your stomach to become smaller. Therefore, less food will be needed to fill the space in the stomach. Meanwhile, drinking warm water will speed up the digestion process.

Vocabulary Check

harmful - detrimental
understand – comprehend

*B The following words are found in the passage. Match the words in **Column A** with their meanings in **Column B**.*

Column A			Column B
1. obese	*	*	help
2. negative	*	*	before
3. consult	*	*	overweight
4. hazardous	*	*	bad
5. assist	*	*	get advice
6. prior to	*	*	dangerous

*C Fill in the blanks with the correct words from **Column A** in Exercise B*

1. Eating too much sweet food may bring some ____________ effects to our health.
2. "The salesperson will ____________ you shortly," said the manager of the shop.
3. "This medicine has to be taken ____________ your dinner," the nurse informed Ming Li.
4. A person who eats a lot may become ____________. Therefore, we must eat moderately.
5. If we are ill, we need to ____________ the doctor.
6. "Smoking can be ____________ to our health. Therefore, you should not smoke," advised his father.

D Circle the best answer from the options provided.

1. What kind of problem will one face if one eats too much fast food?
   A Sleepiness
   B Tiredness
   C Obesity
   D Eating disorders

2. Why do many people give up dieting easily?
   A They do not think it is effective.
   B They are too tempted to eat again.
   C They do not see immediate results.
   D They think it is a waste of their time.

3. How does eating slowly help us in a weight loss programme?
   A It helps our brain and stomach to understand that we are already full.
   B It helps our brain and stomach to understand that we are already hungry.
   C It helps our brain and stomach to understand that we are already famished.
   D It helps our brain and stomach to understand that we are already starving.

4. How does drinking warm water help us?
   A It makes our stomach smaller.
   B It makes our stomach bigger.
   C It helps our stomach digest food faster.
   D It helps our stomach enjoy the food.

E Answer the following questions based on the passage.

1. Who should we consult for a proper diet plan?

   ____

   ____

2. How can dieting be dangerous to our health?

   ____

   ____

3. How can drinking water benefit us in losing weight?

   ____

   ____

4. What advice would you give your friend who fails to keep to his/her a weight loss programme?

   ____

   ____

Language

To-Infinitives

Examples	Notes
1. I *hope* **to see** you again. 2. I *want* **to go** home.	some verbs are followed immediately by an infinitive (refer to reference A, page 80)
1. He *told me* **to wait** here at 8 o'clock. 2. John *has invited me* **to visit** him this Sunday.	some verbs are followed by a (pro)noun and then an infinitive.(refer to reference B, page 80)
1. **To see** is to believe. 2. **To cheat** in examinations is punishable	infinitive as a subject
1. I *like* **to eat** apples./ I *like* **eating** apples. 2. It *began* **to rain**./It *began* **raining**.	some common verbs can be followed by either an infinitive or a gerund, such as '*begin*', '*start*', '*continue*', '*like*', '*love*', '*hate*' and 'try'.

Part I: Oral

Exercise 1

Make sentences using the given words.

e.g. **love + watch movie**
Possible responses: I love **to watch** a movie every weekend./
I love **watching** a movie every weekend.

1. ask + go
2. encourage + visit
3. advise + take
4. begin + rain
5. decide + study
6. remind + pay
7. allow + play
8. try + listen
9. refuse + take
10. want + answer

Exercise 2

*Make sentences using '**doing it**' or '**to do it**'.*

1. I enjoyed...
2. He can't afford...
3. She convinced me...
4. We prepared...
5. Did you practise...
6. When will you finish...
7. Stop...
8. He denied...
9. I volunteered...
10. She agreed...

Part II: Grammar

Exercise 1

*Complete these sentences with your own words using '**to**'.*

e.g.	He went to the market ________________
	He went to the market **to buy some groceries.**

1. My brother paid RM50 ____
2. We are happy ____
3. She opens the door ____
4. My teacher reminds us ____
5. I have decided ____
6. The taxi driver tried ____
7. My grandfather preferred ____
8. I forgot ____
9. My sister will never remember ____
10. Liza encouraged ____

Exercise 2

Complete the sentences with the correct form, Gerund or Infinitive, of the words in brackets.

1. She may ________________ (inform) you of the change of venue of the meeting.
2. He would like ________________ (see) the principal himself.

3. Keep ______________ (talk), I am listening to you.

4. I can't afford ______________ (buy) a new car.

5. You shouldn't put off ______________ (pay) your bills

6. He reminded us ______________ (not wait) for him this afternoon.

7. John is ______________ (sorry) that your father is admitted to the hospital.

8. I prefer ______________ (drive) to ______________ (take) a taxi.

9. She keeps ______________ (promise) ______________ (visit) us, but she never does.

10. Linda offered ______________ (look after) my cat while I was out of town.

Reminder

She wants see me. (×)
She **wants** to see me. (✓)

(A) Reference list of verbs followed by infinitives

afford	ask	consent	expect	hope	need	pretend	remember	threaten
agree	beg	decide	fail	learn	offer	promise	seem	volunteer
appear	care	demand	forget	manage	plan	refuse	struggle	wait
arrange	claim	deserve	hesitate	mean	prepare	regret	swear	wish

(B) Verbs followed by a (pro)noun + an infinitive

advise	cause	encourage	hire	order	require	want
allow	challenge	expect	instruct	permit	teach	warn
ask	convince	forbid	invite	persuade	tell	
beg	dare	force	need	remind	urge	

Reminder

They like play football. (×)
They **like playing** football. (✓)
They **like to play** football. (✓)

Writing

A *Read Maggie's problems below.*

Dear ________________,

Help me! I can't control myself when I see food. I usually eat a lot, and I don't know when to stop. I love chocolates, cakes and fast food. I dislike fish, vegetables and fruits. I also don't like to exercise. It's so tiring. I prefer watching movies at home. My friends call me 'fatty' and I don't like it. What should I do? Please advise.

Your friend,
Maggie

B *What do you think Maggie should do? Reply her letter in not less than 120 words. You may draw a mind map to develop your ideas.*





WRITING TIPS

Remember to use some of these useful expressions when giving Maggie your advice:

a) You should...
b) You ought to…
c) You could…
d) You must…
e) You had better…

Do you know of any others? Share them with your classmates.

Also, don't forget to refer to the **Writing Tips** on page 50 for the format of an informal letter.

Sound System

Intonation: Asking Yes-No Questions

Some questions can be answered with 'Yes' or 'No'. When asking such questions, the tone goes up at the end. (Note: the tone starts going up with the **last stressed syllable**.)

To Do

Does he swim every day?

Do they speak English?

Did she give you the message yesterday?

To Have

Has he told them the plan yet?

Have we enough money to buy the book?

Had they done all they could have?

To Be

Is she our new teacher?

Are they twins?

Was he going to a new school?

Were you planning to buy her a present?

Am I going to be punished for coming late to school?

A Practise asking Yes-No questions orally.

1. Did he see you leave the classroom?
2. Is she in the office?
3. Are we ready?
4. Have they eaten it all?
5. Am I invited?
6. Has the letter been answered?
7. Do you have the time?
8. Was he going to stay long?
9. Were you sick yesterday?
10. Do you want to work here?

B Now, mark the rising tone with an arrow.

Enrichment

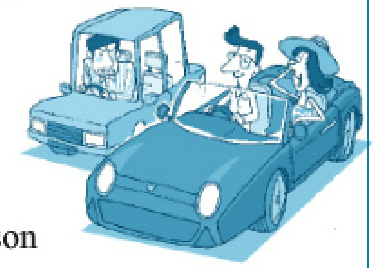
Idioms

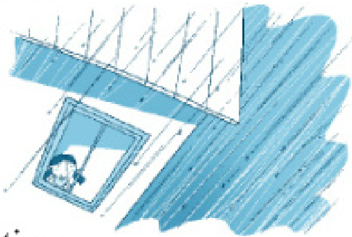
No.	Idiom	Meaning
1.	a bookworm	a person who always reads
2.	a cat and dog's life	always quarreling
3.	a diehard	one who does not give up his ideas easily
4.	a good- for-nothing	a useless person
5.	an eye for an eye	to return evil for evil
6.	at one's fingertips	to know thoroughly
7.	by hook or by crook	by fair or foul means
8.	chicken-hearted	weak and cowardly
9.	dead broke	without a cent
10.	happy-go-lucky	easy-going
11.	in a nutshell	to say everything in a few words
12.	in cold blood	in a cruel and deliberate way
13.	in the long run	eventually
14.	in the nick of time	only just in time
15.	in the same boat	in the same circumstances
16.	in the twinkling of an eye	very quickly
17.	like a bear with a sore head	very bad-tempered
18.	once in a blue moon	very seldom or never
19.	out of the question	impossible
20.	to be in black and white	to write something down on paper
21.	to break the ice	to know another person at the beginning of the meeting
22.	to build castles in the air	to daydream





No.	Idiom	Meaning
23.	to burn the candle at both ends	to try to do too many things at the same time
24.	to bury the hatchet	to forget past quarrels and become friends again
25.	to carry on	to continue
26.	to carry weight	to be considered important
27.	to have green eyes	to be jealous
28.	to go as the crow flies	to go in a straight line
29.	to keep a person at arm's length	to avoid being too familiar with a person
30.	to keep (bear) in mind	to remember
31.	to keep it quiet	to keep something secret
32.	to keep the ball rolling	to keep things going
33.	to kick the bucket	to die
34.	to lend a hand	to help
35.	to lose heart	to be discouraged
36.	to paddle your own canoe	to do things by yourself
37.	to pass with flying colours	to do very well in a test
38.	to rain cats and dogs	to rain very heavily
39.	to sit on the fence	to take no sides in a debate or quarrel
40.	under one's roof	in one's house
41.	ups and downs	good times and bad times





Unit 6

Review

- Review
- Intonation: Answering Yes-no Questions



Speaking

Review

A Circle the correct functions with the expressions provided.

1. I dislike eating vegetables.
   a) To show dislike
   b) To show preference
   c) To give opinion

2. I think you should exercise.
   a) To give advice
   b) To show preference
   c) To persuade

3. Why don't you eat more fruits to stay slim?
   a) To show preference
   b) To suggest
   c) To disagree

4. Would you care to join me for dinner?
   a) Formal register
   b) Informal register

5. Let's have dinner together, yeah?
   a) Formal register
   b) Informal register



B Write an expression for each of the functions given below using the clues provided in the bracket.

e.g.	To show dislike (Chicken curry – too spicy) <u>I dislike chicken curry because it is too spicy.</u>

1. To give opinion
(blue dress – suitable)

____

2. To persuade
(party – all my friends – be home by 10 pm)

____

3. To disagree
(Fantastic Four movie – most interesting)

____

4. To suggest
('Nasi Lemak' and 'Satay' – breakfast)

____

5. To show preference
(shopping – watching movies)

____

Language

Review

Exercise 1

Fill in the blanks using the Comparison of Adjectives or Adverbs.

1. That hundred-ringgit dress is the __________ (expensive) in the boutique.
2. Her aunt is __________ (pleasant) than her uncle.
3. Shout __________ (loud)! They did not hear you the first time.
4. Fuad spoke the __________ (loud) among the boys.
5. The children sang __________ (cheerful) than the grown-ups.
6. This mattress is __________ (soft) than mine.
7. Mrs Wong's eldest son is __________ (filial) than her younger son.
8. Hassan ran the __________ (fast) in the 200-metres race.
9. Surprisingly, the fat boy ate the __________ (little) amount of food that day.
10. We think Candy is __________ (wise) than her sister.

Reminder

I am young than my sister. (×)
I am **younger** than my sister. (✓)

He is more friendly than his brother. (×)
He is **friendlier** than his brother. (✓)

Ali is more clever than John. (×)
Ali is **cleverer** than John. (✓)

Exercise 2

Fill in the blanks using suitable Gerunds and To-infinitives.

1. The man enjoys __________ (sing) in the bathroom.
2. The old man enjoys __________ (stroll) in the park every morning.
3. I wish it would stop __________ (rain); my clothes will never dry in this weather.
4. After __________ (wash) the shoes, Ann let them dry under the sun.
5. The teacher punished the boys for __________ (fight) in class.
6. Helen is __________ (wash) the dishes after dinner today.
7. Would you prefer __________ (think) things over before __________ (make) up your mind?
8. Tell him __________ (give) us a hand instead of just __________ (sit) around.
9. __________ (hold) on to a piece of log, the boy managed __________ (save) himself.
10. The roof needs __________ (repair). I need __________ (fix) it this evening.
11. __________ (smoke) is not allowed in the cinema.
12. There is no point in __________ (nag) at him. He is too stubborn __________ (change) his lazy ways.
13. My mother is furious at __________ (see) my brother's messy bedroom.
14. We prefer __________ (watch) television to __________ (study).
15. These mangoes are too sour __________ (eat).

Exercise 3

Fill in the blanks with suitable Tenses.

1. All mammals __________ (be) warm blooded.
2. __________ (wake) up! Don't sleep your life away.
3. I __________ (watch) the evening news every day.
4. She __________ (wave) at me to indicate that she had seen me.
5. She always __________ (go) for a walk when she was troubled.
6. Be patient. You __________ (hear) the bell ringing soon.
7. I am sure that he __________ (get) better after taking the medicine.
8. They __________ (not go) to the stadium if it rains heavily.
9. Father __________ (collect) some parcels from the post office last week.
10. When we __________ (be) younger, we used to climb fruit trees.
11. As the team was playing their best, the supporters __________ (cheer) for them loudly.
12. The boys __________ already __________ (leave) for the beach already.
13. Juwita __________ (take) care of the children the whole afternoon.
14. I __________ (visit) Brunei several times this year.
15. My mother __________ (carry) her handbag with her wherever she goes.
16. Kamariah mentioned that they __________ (not decide) on the wedding day.

17. The people in the stadium __________ (clap) as the singer was going on stage.

18. In three months, I __________ (complete) my research on the problem of school dropouts in the country.

19. Father says he __________ (travel) to most of the nations in the world before he retires.

20. By then, the detective __________ (discover) who the murderer was.

21. We all hope that Puan Kasurah __________ (teach) us History this year.

22. The bell rang before I __________ (complete) my exercise.

23. After the seminar __________ (end), we went to have tea.

24. The ghost __________ (vanish) when the investigators arrived.

25. Bee Leng __________ (clean) her house since morning.

26. Quick! The show __________ (start) in five minutes.

27. Harun always __________ (sleep) at ten o'clock at night.

28. We __________ (not announce) the news to the staff yet.

29. Rahman stated that he __________ (witness) the robbery.

30. By this time tomorrow, the company __________ (celebrate) its twentieth anniversary.

Writing

Review

A *Match the following expressions with their meanings.*

Expression			Meaning
1. can't make head or tail of	*	*	the largest part
2. fall on deaf ears	*	*	agree completely
3. get into hot water	*	*	can't understand at all
4. see eye to eye	*	*	to look after
5. the lion's share	*	*	get into trouble
6. keep an eye on	*	*	to be ignored

B *Now that you have understood the meaning of the expressions above, write a sentence using each of the expressions above.*

1. can't make head or tail of

____

2. fall on deaf ears

____

3. get into hot water

____

4. see eye to eye

____

5. the lion's share

____

6. keep an eye on

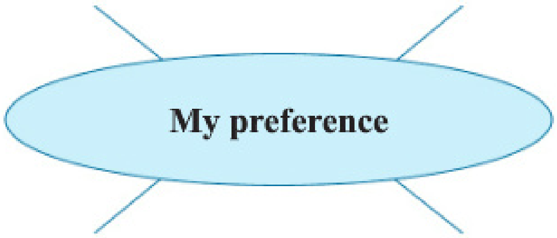
____

WRITING TIPS

An idiom is a group of words that has a special meaning that is different from the ordinary meaning of each separate word. For example, 'Let the cat out of the bag' is an idiom meaning 'to reveal a secret'. Do you know of any others? Share them with your classmates.

Remember to use some idioms in your writing.

C *Would you prefer watching a movie in a cinema to watching it on VCD or DVD? First, think about the advantages and disadvantages of both, and draw a mind map to express your ideas. You may also discuss it with your friends.*



D *So, have you made up your mind based on what you have discussed and written above? Using some of the points above, write a composition in not less than 120 words on your preference.*

WRITING TIPS

Remember to use some of these useful expressions when you are justifying your preferences or choices:

a) I prefer this because…
b) This is better due to…
c) Most importantly, this is because of…
d) One of the reasons is…

Do you know of any others? Share them with your classmates.

Sound System

Intonation: Answering Yes-No Questions

Answers to Yes-No questions are short. They usually have a **falling tone** at the end.

↘
Yes.

↘
Yes, we are.

↘
Yes, we will buy a present for her.

↘
No.

↘
No, they don't.

↘
No, they don't have enough money.

Give Yes-No answers with the correct intonations to the following questions.

1. Has he written?
2. Did she tell you?
3. Are you ready?
4. Should I tell her?
5. Do you agree?
6. Could we do it?
7. Was it the right answer?
8. Must I pay them?
9. Is the show on today?
10. May I open the present?

Unit 7
Learning English Is Fun

- Issues on the Learning tf English
- The Present Participle
- Intonation: Commands
- Proverbs

What motivates you to learn English?



Listening

A *1. Jennifer, Carla and Eric are discussing their motivation of learning English. Listen to their conversation.*

2. Listen to the conversation again and then answer the questions below.

1. Why was Carla unhappy?
2. Who explained the word 'motivation' to Carla?
3. What motivates Eric to learn English?
4. Why does Carla want to learn English?
5. Whose parents speak Mandarin?
6. Why did Jennifer dislike English in the beginning?

B *Jennifer, Carla and Eric all have different backgrounds and experiences in learning English. Fill in the table with the particulars of their background and experiences.*

Particular	Carla	Jennifer	Eric
Background			
Experiences			

TIPS

It is important to have motivation when you do something. To have motivation is to have enthusiasm or purpose.

C 1. *Listen to Ms Lee sharing with her class her experience of teaching English.*

2. *Listen again and then fill in the speech bubbles below.*

I take my student to the audio visual room to watch the (1) ____________ and (2) ____________. They can improve because they have to (3) ____________.

I also carry out (4) __________. I make my students look for (5) __________, cut out (6) ________ and search for (7) _________ .



I teach pronunciation by making my students (8) ____________. They love (9) ____________ like (10) "____________".

We do not have tests. I test them by giving them (11) ________________, (12) ______________ and (13) ________________.

Speaking

A Expressions

Expressing agreements and disagreements

Agreeing

- I agree…
- That is true…
- That's a good idea…
- I believe you're right…
- I have to agree with you…
- I see eye to eye with you.



Disagreeing

- I totally disagree…
- I oppose …
- I don't think so.
- I beg to differ…
- I have to disagree with you…
- I am against …
- I can't see eye to eye with you.



TIPS

You can express agreements or disagreements in different degrees.

- I quite agree with you.
- I agree with you to some extent.
- I totally agree with you.
- I absolutely agree with you

B *Practise this conversation with two of your classmates.*

Azlan	:	Do you like learning English?
Han Seng	:	Yes. I love it. It's so interesting and it's my favourite subject!
Rita	:	I agree. Ms Yee makes the English class really interesting.
Han Seng	:	I think everyone loves the English class!
Azlan	:	That's not true. I don't like it.
Han Seng	:	Why, Azlan?
Azlan	:	Whenever I have to speak, I get nervous!
Rita	:	But speaking the language is how you can improve yourself, Azlan.
Azlan	:	Yes, I know, Rita, and I'm trying to get rid of this feeling.
Han Seng	:	Just remember that no one is perfect, Azlan.
Rita	:	You can always ask us if you need any help, alright?
Azlan	:	Thanks!

C *Create a conversation using the notes below to express agreements and disagreements. You may refer to the conversation above.*

1. Azlan wants to watch a movie and so does Han Seng, but Rita disagrees and prefers to go shopping.
2. Both Rita and Azlan feel that learning grammar is difficult while Han Seng disagrees.
3. Han Seng loves to solve puzzles as he finds them challenging. Rita agrees with him. On the other hand, Azlan dislikes doing puzzles.

D *Do you like learning English? Turn to your friend and ask each other questions regarding this subject. You may practise using the notes below.*

Jessica
- first learned English – 10 years old
- like studying English – learn new words
- watch movies and listen to songs

Poh Sim
- first learned English – in kindergarten
- like studying English – learn new stories
- read books and magazines

Choong Wei
- first learned English – in Australia, having a holiday
- like studying English – learn new idioms
- do quizzes and puzzles

Sanjit
- first learned English – 15 years old
- dislike studying English – difficult
- memorise words in dictionary

Discussion

Do you think that memorising words is an effective way to improve your vocabulary? Why? Discuss with your partner and present your answer to the class.



Reading

A Read the following passage.



English is an international language widely used in business, trade, communications and technologies and the list goes on.

In Malaysia, while Bahasa Malaysia is the national language, almost every Malaysian is able to converse in more than one language. Although English is regarded as the second language, quite a number of Malaysians find it hard to master it. A survey conducted by the Language Institute in Kuala Lumpur reveals that Malaysian students find it difficult to learn English because its complex grammar. It is totally different from their mother tongue. Mr Chin, an English teacher explained, "Many students are confused when using different tenses because they used to refer to different times and functions."

Some find learning English difficult, others feel that is interesting and fun. "It is rich in expressions, idioms, proverbs and so on," explained Mr Chin. He also added, "My students really enjoy my lessons, particularly when I teach them English pronunciation although most of them find it a bit peculiar."

"Sometimes, you don't pronounce English words the way they are spelt," said Desmond, a secondary school student. "For instance, the word 'quay' is pronounced the same way as the word 'key', he added. Many teachers are using songs, movies and language games in their lessons to make learning English fun and enjoyable.

English may be difficult to learn, but once we are proficient in it, we will be able to do a lot of things such as communicating with foreigners, enjoying reading and more importantly, getting a good job.

Vocabulary Check

and the list goes on – and many others
multi-lingual – able to use, speak or write in more than one language

B Complete the words with the help of the clues. The words are found in the passage.

	Column A Clue	Column B Word
1.	communicate	__ O __ __ E __ S __
2.	carried out	__ __ N __ __ __ T __ D
3.	showed	__ E __ E __ __ E __
4.	first language	__ O __ H __ __ __ O __ __ U __
5.	especially	P __ __ T __ __ U __ __ __ L Y
6.	strange	P __ __ U __ __ A __

*C Fill in the blanks with the correct words from **Column B** in **Exercise B**.*

1. The torn jacket worn by the beggar ________________ his elbows.
2. The writing workshop was ________________ by the English teacher.
3. It is difficult for us to visit Japan because we cannot ________________ with the Japanese in English or Chinese.
4. It is important to keep our school clean, ________________ the classrooms and the toilets.
5. I can speak English and Bahasa Malayisa well, but my ________________ is Mandarin.
6. There is a ________________ smell coming from the kitchen.

D For each statement below, write 'T' if the statement is true and 'F' if it is false.

1. Bahasa Malaysia is the national language in Malaysia. ☐
2. Malaysian students find English similar to their mother tongue. ☐
3. Mr Chin works at the Language Institute in Kuala Lumpur. ☐
4. English is rich in expressions, idioms and proverbs. ☐
5. Mr Chin's students enjoy his lessons on pronunciation. ☐
6. Many English teachers use songs, movies and language games in their lessons to show their students how English is used in the real world. ☐

E Circle the best answer from the options provided.

1. Why is English known as an international language?
   A The Americans and British use English a lot.
   B Many people in the world can speak English.
   C It is used in a lot of areas or sectors worldwide.
   D It is a widely spoken language in the world.

2. What did the survey conducted by the Language Institute reveal?
   A Malaysian students cannot speak English because it is difficult to learn.
   B Malaysian students find English grammar complicated.
   C Malaysian students do not like English because it is difficult to learn.
   D Malaysian students are multi-lingual because they can speak English and Bahasa Malaysia.

3. According to Mr Chin, why are Malaysian students confused with English tenses?
   A The tenses are used to refer to different times and functions.
   B The tenses are used to refer to different times and languages.
   C The tenses are used to refer to different reasons, uses and meanings.
   D The tenses are used to refer to different reasons and functions.

4. Why do Mr Chin's students find English pronunciation peculiar?
   A The words are pronounced the same way they are spelt.
   B The words are pronounced the same way like their mother tongue.
   C The words are pronounced differently from Bahasa Malaysia.
   D The words are pronounced differently from the way they are spelt.

5. What do English teachers do to make learning English fun and enjoyable for their students?
   A They take their students to the movies as part of their lessons.
   B They include songs, movies and language games in their lessons.
   C They teach interesting idioms and proverbs in their lessons.
   D They teach interesting pronunciations because they are peculiar.

6. The following are the things that a learner can do once he or she masters English **EXCEPT**
   A communicating with foreigners
   B reading a lot of storybooks
   C passing all the examinations
   D finding good employment

Language

The Present Participle

The present participle is formed by adding **'-ing'** to the verb.

Examples:
- They are **reading** in the library.
- We have been **waiting** for three hours.

We use present participles for the following reasons:

1. to form **tenses**.

   The present participle forms the **continuous tenses** with the verb '**to be**'.

   Examples:
   - He is **swimming** in the river.
   - Maggie was **talking** to the manager.
   - Tommy will be **sleeping** at that time.

2. as **adjectives**.

   Examples:
   - It was a **tiring** journey.
   - We watched an **interesting** movie just now.

3. after verbs such as **feel**, **see**, **watch**, **smell** and **like**.

   Examples:
   - We could smell the food **burning**.
   - I felt somebody **staring** at me.

Reminder

The book is very bored. (×)

The book is very **boring**. (✓)

Exercise 1

Fill in each of the following blanks with an appropriate Present Participle.

1. He is ____________ (smile) at me now.
2. The man ____________ (scold) the salesman is my father.
3. They took part in a ____________ (sing) competition.
4. I saw him ____________ (steal) the book just now.
5. I felt somebody ____________ (follow) me that night.
6. We could do nothing but look helplessly at the ____________ (burn) house.
7. Visiting Egypt was an ____________ (excite) experience for me.
8. The play we watched last night was very ____________ (bore).
9. The headmaster delivered an ____________ (inspire) speech.
10. The trip to Langkawi Island has been ____________ (amaze).
11. The singer will be ____________ (rehearse) for his concert tomorrow.
12. The books ____________ (lie) on the floor are my sister's.

Exercise 2

Complete the following sentences using appropriate Present Participles.

1. It is nice ____
2. Sandra is good at ____
3. Let's go ____

4. You can't go on ______________________________

5. Richard is fond of ______________________________

6. Melissa hates ______________________________

7. Susan loves ______________________________

8. I'm tired of ______________________________

Exercise 3

With a partner, write a short story in about 100 words using all the following Present Participles below in no particular order. However, you must use all these twelve Present Participles in your story. Remember to make your story interesting.

fishing swimming sleeping singing whistling

whispering gobbling diving hugging pouring

racing waving

Reminder

I saw him stole the money. (×)

I saw him **stealing** the money. (✓)

Writing

A *Write a composition in not less than 120 words on 'My Experience of Learning English'.*

WRITING TIPS

You may want to use the following questions to help you write your composition:

- When did you first start to learn English?
- What is your general feeling about learning English? Do you like or dislike it?
- What do you think is the most difficult thing about learning English?
- What do you think is the most enjoyable thing about learning English?
- How do you think learning English will help or benefit you in the future?

B Rewrite the following sentences as concisely as possible.

e.g.	Susan was watching television. She received a call when she was watching television. The call was from the hospital. While Susan was watching television, she received a call from the hospital.

1. My grandmother goes to market every Sunday. My mother accompanies her to the market. They usually buy some carrots, cabbage, lettuce, tomatoes and cucumbers.

2. The man who has more than a million ringgit owns a bungalow. The bungalow is located in Bangsar. It has many big rooms. It is a beautiful bungalow.

3. We enjoyed the meal we had at around twelve noon. There were chicken curry, fish, prawn, crab and many other dishes. The food was very delicious.

4. Daniel was late for his class by thirty minutes. He entered his classroom without making any noise. The teacher saw him. The teacher scolded him.

5. There was a fire. It happened in the store room. The store room was located near the girls' toilets. A prefect managed to put it out with a fire extinguisher.

6. My brothers and sisters enjoy swimming in a river. The river is just next to our house. The river is not very deep.

7. My sister's son is studying in a boy school. The boys in his school are very obedient. They always greet their teachers and are courteous to them too. They go to their classes punctually and do all the homework given to them.

8. My sister is a cook who is bad at cooking. The food cooked by my sister contains a lot of salt. It cannot be eaten at all.

9. Michelle did not get good results in her examination. The examination was held at the end of the year. She did not do her revision.

10. Mandy and Jessica are sisters. They were born on the same day but Mandy was born a minute earlier than Jessica. They look alike in many ways. They always quarrel and fight with each other.

Sound System

Intonation: Commands

Commands are expressions used to get someone to carry out an action. Commands are given using a *falling tone* at the end.

Come here.

Switch on the fan.

To avoid sounding rude, we can use a rising tone at the end instead of a falling tone. When this happens, the commands sound like requests.

Sweep the room.

Buy three tickets.

Give me the corner seat.

A *Try saying these commands aloud.*

1. Bring a light.
2. Hurry up.
3. Don't cry.
4. Sit down.
5. Give me a hand!

B *Now, try to make polite commands with the statements below.*

1. Wait a moment.
2. Open the door.
3. Get up.
4. Listen carefully.
5. Don't be late.

Enrichment

Proverbs

1. **Actions speak louder than words.**
   It is what we do rather than what we say that really matters.

2. **A bird in the hand is worth two in the bush.**
   Something that we already have is better than what we have yet to get.

3. **A friend in need is a friend indeed.**
   A true friend is the one who remains with us when we need his help.

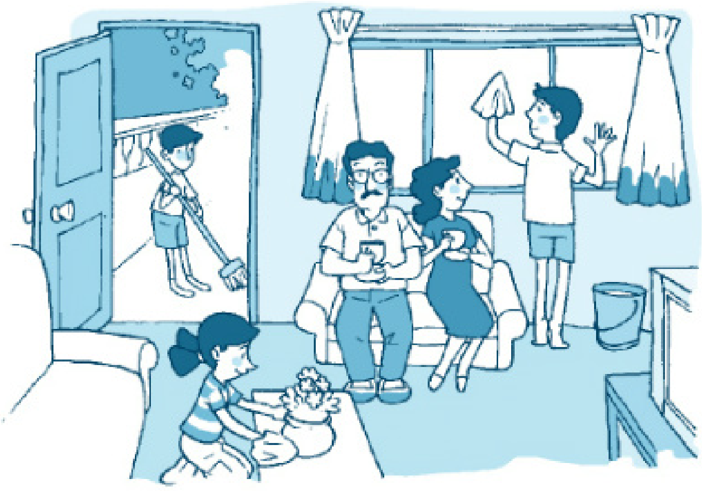
4. **All that glitters is not gold.**
   We cannot judge a thing by its attractive appearance.

5. **All work and no play makes Jack a dull boy.**
   Our life will be dull and boring if we only work but don't play.

6. **As you sow, so shall you reap.**
   We will be rewarded or punished according to our action.

7. **Better late than never.**
   It is better to do things after much procrastination than not doing it at all.

8. **Charity begins at home.**
   Our first duty is to help and care for our family members first.



9. **Cut your coat according to your cloth**.
Adjust our expenditure or spending according to our resources or income.

10. **Don't count your chickens before they are hatched.**
We should not boast about our success before we achieve it.

11. **Don't cross the bridge till you come to it.**
We should not worry about something that is yet to happen.

12. **Don't make a mountain out of a mole-hill.**
We should not make a fuss over a small thing.

13. **Don't wash your dirty linen in the public.**
We should not talk about our family's shameful matters in public.

14. **Every cloud has a silver lining.**
Every issue or problem, however bad it is, has its bright side.

15. **Honesty is the best policy.**
Being honest is the right way to do things.

16. **Look before you leap.**
We should plan carefully before taking any action.

17. **Make hay while the sun shines.**
We should grab the opportunity when it comes.

18. **Never do things by halves.**
We should not do things half-way through but finish what we have started.

19. **Once bitten twice shy.**
If something has gone wrong once,
we will be careful to avoid a repetition.



20. **One man's meat is another man's poison.**
What we like may be hated by another person.

21. **Paddle your own canoe.**
We have to solve our problems ourselves.

22. **Too many cooks spoil the soup.**
There will be problems when too many people are involved in the same thing.



23. **Two heads are better than one.**
It is better and faster to work in twos than to do it alone.

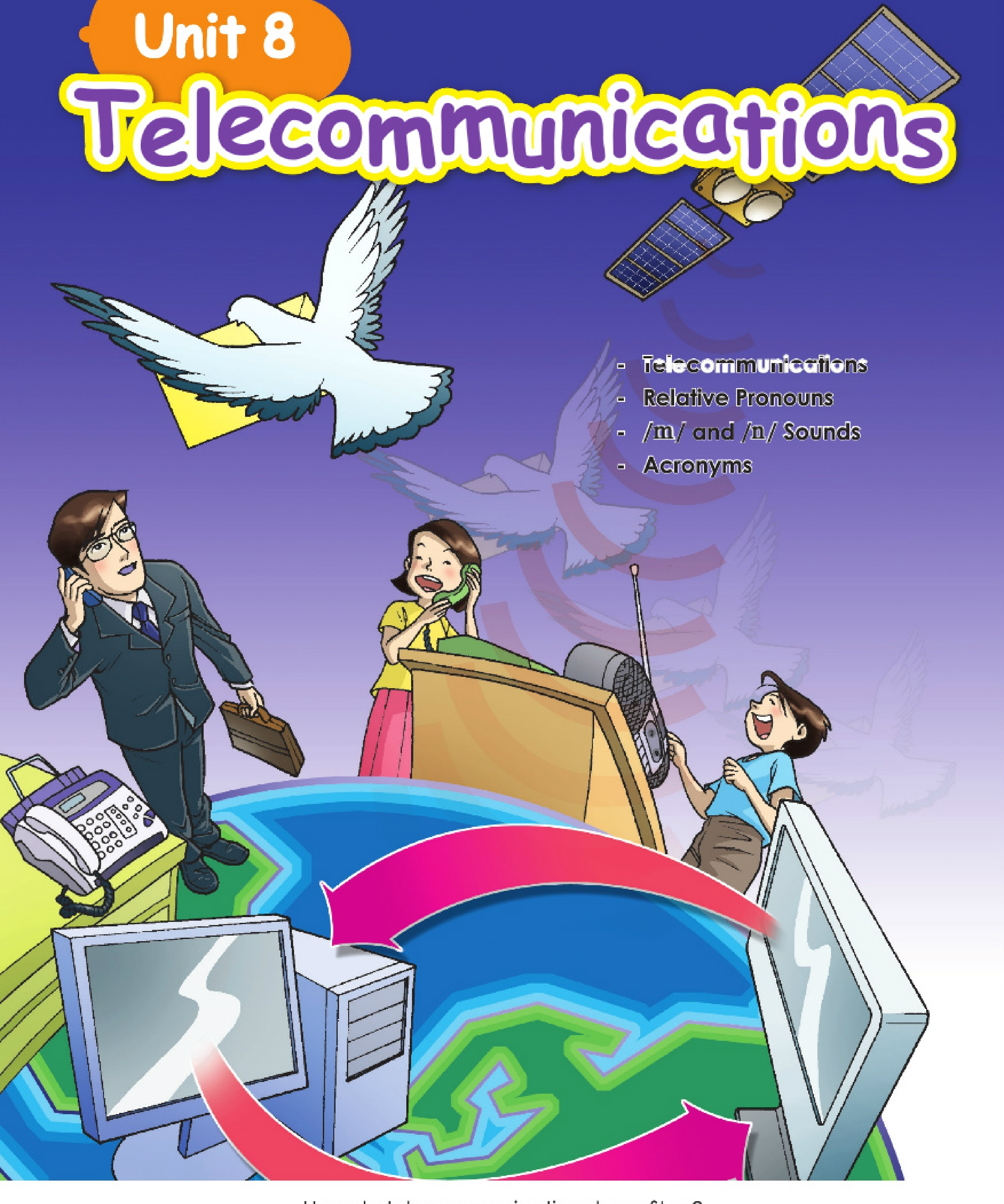
24. **When in Rome, do as the Romans do.**
We should adapt ourselves to the new environment wherever we are.

25. **Where there's a will, there's a way.**
If we are determined, we can do it no matter what happens.



Unit 8
Telecommunications

- Telecommunications
- Relative Pronouns
- /m/ and /n/ Sounds
- Acronyms



How do telecommunications benefit us?

Listening

A 1. *Listen to the conversation between Mr Raj and his family and then answer the questions below.*

2. *Put a tick (✓) if the statement is true and a cross (×) if the statement is false.*

1.	Sunjay and Sunil were looking at the latest computer.	( )
2.	They were shopping for their sister's birthday gift.	( )
3.	Mr Raj thinks that the handphone looks complicated.	( )
4.	Mrs Raj used to have a phone with a rotary dial.	( )
5.	Mr Raj says that there were no handphones during his time.	( )
6.	Sunil's grandfather came from Sri Lanka.	( )
7.	Grandfather Samy communicated with his relatives by telegram.	( )

B 1. *Rick, Suzy and Husni are discussing telecommunication devices. Listen to their conversation.*

2. *Listen to the conversation again and then answer the questions below.*

1. How long did it take Rick to understand what 3G was?

____

2. What were some of the terms Husni found confusing?

____

3. How did Suzy learn more about the handphone?

____

4. Why did Suzy tell her friends that she felt lucky?

____

5. In what way are handphones more sophisticated these days?

____

Did you know?
A handphone is also known as a mobile phone in UK and a cellphone (cellular phone) in the US.

Speaking

A Expressions

Making predictions

1. I believe that 2. I foresee that	one day next year tomorrow when I'm old	there	could be may be might be	______________
3. In the future				

1. Perhaps 2. I predict that 3. It is not impossible that	in	the future, ten years' time, the year 2525,	we I you	will may might	have see	______________

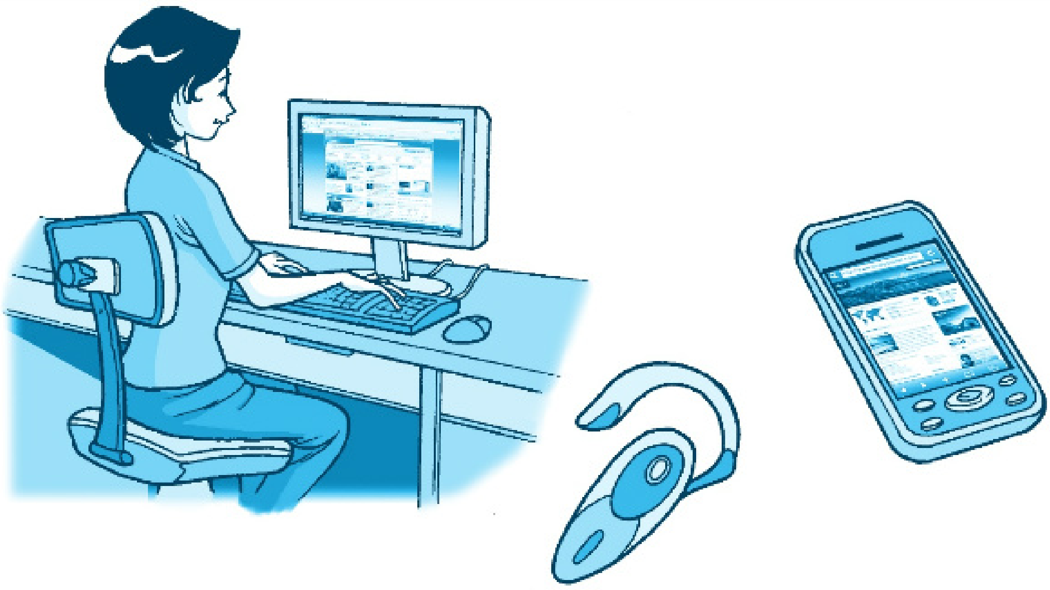
B *Take turns to make predictions about the future with a friend. Use the notes below.*

1. traffic jam – tomorrow
2. robotic maid – in the future
3. handphone watches – one day
4. three children – thirty five years old
5. millionaire – fifteen years' time
6. more tourists in Malaysia – next year

TIPS

When making predictions, we normally use modal verbs like may, might, could etc.

C Practise the conversation below with your friend.



Wendy	:	Hi! What are you doing, Phing Lee?
Phing Lee	:	Hello, Wendy. I'm sending an email.
Wendy	:	Email? What is that?
Phing Lee	:	It's an electronic mail that we can send to friends through the Internet.
Wendy	:	Oh, I see. Where can we send an email to?
Phing Lee	:	Well, we can send an email to any part of the world as long as there is internet access.
Wendy	:	Really? Can you show me how to send an email, Phing Lee?
Phing Lee	:	Sure, grab a chair and sit next to me.
Wendy	:	Thanks, Phing Lee.

D Fill in the blanks with the suitable answers given on page 117.

Wendy	:	Hi! (1) ____________________, Phing Lee?
Phing Lee	:	Hello, Wendy. (2) ____________________.
Wendy	:	(3) ____________________? What is that?
Phing Lee	:	(4) ____________________.
Wendy	:	Oh, I see. (5) ____________________?
Phing Lee	:	Well, (6) ____________________.
Wendy	:	Really? (7) ____________________, Phing Lee?
Phing Lee	:	Sure, grab a chair and sit next to me.
Wendy	:	Thanks, Phing Lee.

Bluetooth headset

* Can you show me how to use it
* with a Bluetooth headset, I can chat on my handphone without having to hold it.
* What is that
* This is a Bluetooth headset.
* What is it used for
* It's a device that you attach to your ear.
* A Bluetooth headset

3G Handphone

* a special feature of 3G handphone is we can see each other while chatting.
* What is it used for
* What is that
* This is a 3G handphone.
* Can you show me how to use it
* A 3G handphone
* It's a handphone with sophisticated technology

TIPS

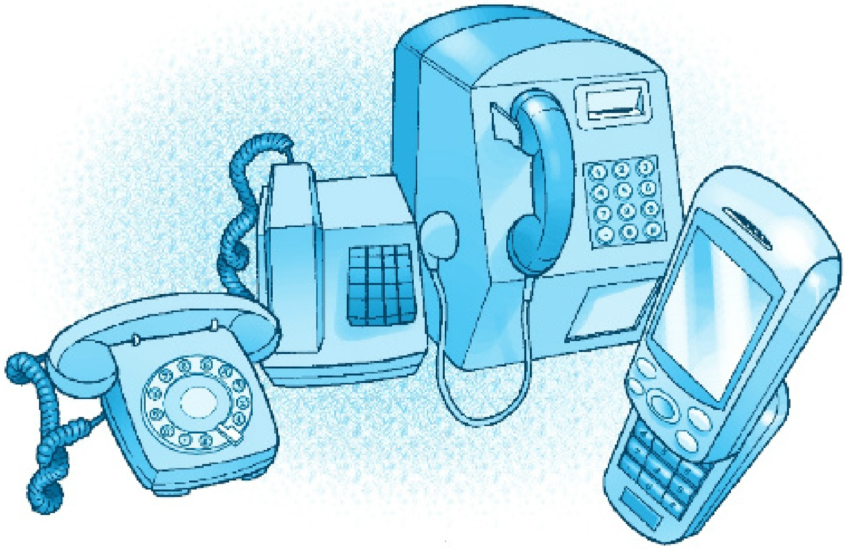
Telecommunication – a communication tool used to transmit messages, such as telegraph, telephone, radio etc.
Telecommunications – the science and technology of such communication tools

Discussion

What are the advantages and disadvantages of having handphones? Present your views to the class.

Reading

A *Read the following passage.*



Communications have been changing rapidly over the years. Thanks to modern technology, mobile phones have tremendously changed the way we communicate.

In 1973, the first mobile phone was invented by Martin Cooper, a Motorola researcher and executive, who made the first call using his mobile phone on 3 April. When mobile phones were first introduced, everyone was impressed with this new technology. Back in those days, the first generation mobile phones were bulky like house phones, but the mobile phones were portable and not restricted to the house due to the existence of the wireless technology.

In a few years, much lighter and palm-sized mobile phones were designed. Mobile phones are not only used as a means of communication but designers have constantly been upgrading and adding more features to the present mobile phones. Nowadays, it is common to see mobile phones which have cameras, video cameras, games and MP3 or MP4 player features. Today's mobile phones also have features like Bluetooth and Infrared, which allow us to transfer photographs to either a computer or another mobile phone in a matter of seconds. The best part is that with a Bluetooth device, we do not even need to hold our phone to our ear while we are talking. The phone can be far away from us but with a device at our ear, we can carry out a conversation. The technology has now become even more

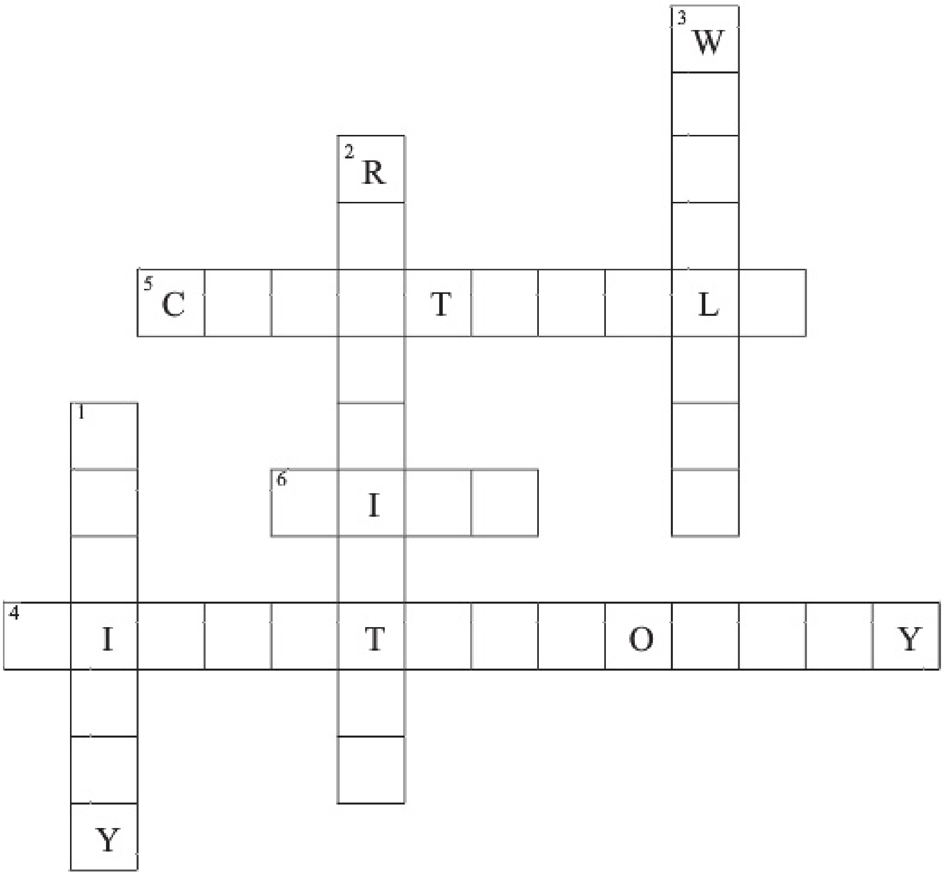
Vocabulary Check

due to – because of
chatting – talking
portable – could be carried away

sophisticated with 3G which allows both callers not only to talk to each other but to see each other simultaneously through the tiny screen.

The mobile phone technology will keep on evolving, making our life easier and more convenient.

B *The words in the crossword puzzle are used in the passage. With the clues provided, complete it.*



Down

1. quickly
2. limited
3. without telephone wires

Across

4. at the same time
5. continuously
6. very small

C *Fill in the blanks with the correct words from the crossword puzzle.*

1. The LRT stations were ____________________ bombed by terrorists.
2. My pet hamster appears ____________________ beside the dog.
3. We cannot enter this room because it is ____________________ to the staff only.
4. The nurse had to ____________________ look after my father as he was in a critical condition.
5. The disease was spreading ____________________.
6. ____________________ technology enables us to carry our mobile phone everywhere conveniently.

D For each statement below, write 'T' if the statement is true and 'F' if it is false.

1. Mobile phones have not changed the way we communicate today. ☐
2. The first mobile phone was invented in 1973. ☐
3. The first generation mobile phones were similar to house phones in terms of size in the 70s. ☐
4. Nowadays, mobile phones have been equipped with cameras, MP3, MP4 and DVD features. ☐
5. Callers do not have to use their mobile phones at all to call their friends with Bluetooth and Infrared features. ☐
6. Nowadays, callers can even talk to and see each other on the mobile phone screen. ☐

E Answer the following questions based on the passage.

1. Who was the inventor of the first mobile phone?
2. When was the first mobile phone call made?
3. How was a mobile phone different from a house phone in the 70s?
4. How were the first generation mobile phones different from the mobile phones we have today?
5. What are the advantages of Bluetooth and Infrared features in the mobile phones?
6. How does the 3G technology work?

Language

Relative Pronouns

Relative pronouns are like conjunctions. They are used to **join one part of a sentence to another**.

Examples:

a) He is the man.
He helped me yesterday.
He is the man **who** helped me yesterday.

b) My car was stolen last week.
It was parked under that mango tree.
My car, **which** was parked under that mango tree, was stolen last week.

There are altogether five relative pronouns.

who whom whose which that

Examples:

a) Daniel is my cousin.
He caught a snatch thief yesterday.
Daniel, **who** caught a snatch thief yesterday, is my cousin.

b) The tourist is from Singapore.
I shouted at him.
The tourist, **whom** I shouted at, is from Singapore.

c) He is the student.
His dictionary was stolen.
He is the student **whose** dictionary was stolen.

d) The novel was very interesting.
You lent it to me last month.
The novel, **which** you lent to me, was very interesting.

e) I have a parrot.
It can say 'Hello' in French.
I have a parrot **that** can say 'Hello' in French.

Exercise 1

Fill in each of the blanks below with a suitable Relative Pronoun.

1. The shoes, ________________ my mother bought, were expensive.
2. The new teacher, ________________ has joined the staff, is from Ipoh.
3. The girl, ________________ doll was snatched away, started to cry.
4. This is the sort of book ________________ you should read.
5. This museum was built by an architect ________________ had won a prestigious prize last month.
6. The person, ________________ I gave the CDs to, was a prefect.
7. Is this the book ________________ you wanted to borrow?
8. Rebecca, ________________ mother is a policewoman, is my best friend.
9. The box of chocolates, ________________ she brought back from Australia, is for you.
10. The robber, ________________ the police are looking for, has gone into hiding.

Exercise 2

Join the following pairs of sentences using a suitable Relative Pronoun.

1. He is the postman. He delivers our letters every day.
2. She tried the chicken. It was very tasty.
3. We don't like to read stories. They have sad endings.
4. The scouts helped a couple. Their car had broken down.
5. The student is from my class. He won the singing competition.

6. The song was nominated as the 'Best Song of the Year'. It was sung by Michael Jackson.

7. The doctor is very professional. She consulted the doctor.

8. My neighbour has lodged a police report. His house was broken into last night.

9. The receptionist was on leave. She met with an accident last week.

10. The girl was away on holiday. I wanted to meet her.

Exercise 3

Complete the following sentences.

1. We met a lady who ____________________

2. I found the key that ____________________

3. That is the salesgirl whom ____________________

4. She is the prefect whose ____________________

5. Those are the bags which ____________________

6. That is the singer whom ____________________

7. He took the watch that ____________________

8. I scolded the boy who ____________________

9. We helped Denise whose ____________________

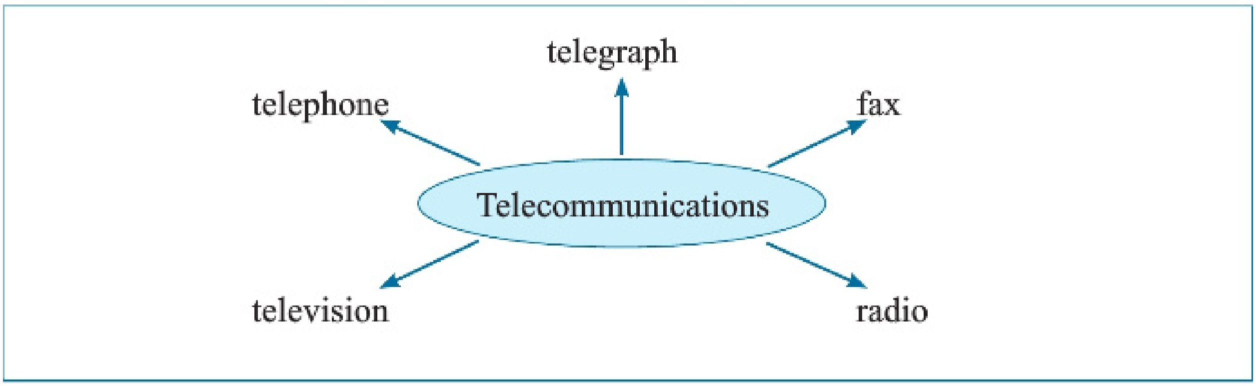
10. That is the building which ____________________

Reminder

That is the girl who house burnt down last night. (×)
That is the girl **whose** house was burnt down last night. (✓)

Writing

A *Below are the different types of telecommunications that we have today. Discuss with your partner the advantages of using each of them. You may like to use to following mind map to develop your ideas.*



B *Choose one of the telecommunications above and using the points you have discussed, write a composition in not less than 120 words on its benefits to our lives.*

WRITING TIPS

You may want to use the following questions to help you write your composition:

- Which type of telecommunications have you chosen?
- Who invented it and when was it invented?
- How different was the first or original invention compared to the ones we have today?
- Why do people use it?
- How does it work?
- How does it make our lives more convenient and easier?
- What do you think should be added to it to make it even better?

Sound System

/m/ and /n/ Sounds

/m/	/n/
mile	**N**ile
Ti**m**	ti**n**
map	**n**ap
mine	**n**ine
co**m**b	co**n**e
la**m**e	la**n**e
ra**m**	ra**n**
su**m**	su**n**
bea**m**	bea**n**
me	k**n**ee

A *Repeat the above words after your teacher. Listen for the difference between the /m/ and the /n/ sounds.*

B *Practise saying these sentences with your teacher. Can you pronounce the words in bold clearly?*

1. Mr **Knox** is teaching English to **foreign** students.
2. Mr **Mason** lives in an **inexpensive** and unfurnished apartment.
3. The **map** shows a **Seven Eleven** store **next** to the station.
4. My **mother** made a lot of **noise** in the kitchen this **morning**.
5. It **may rain** tomorrow although it is **sunny now**.

Enrichment

Acronyms

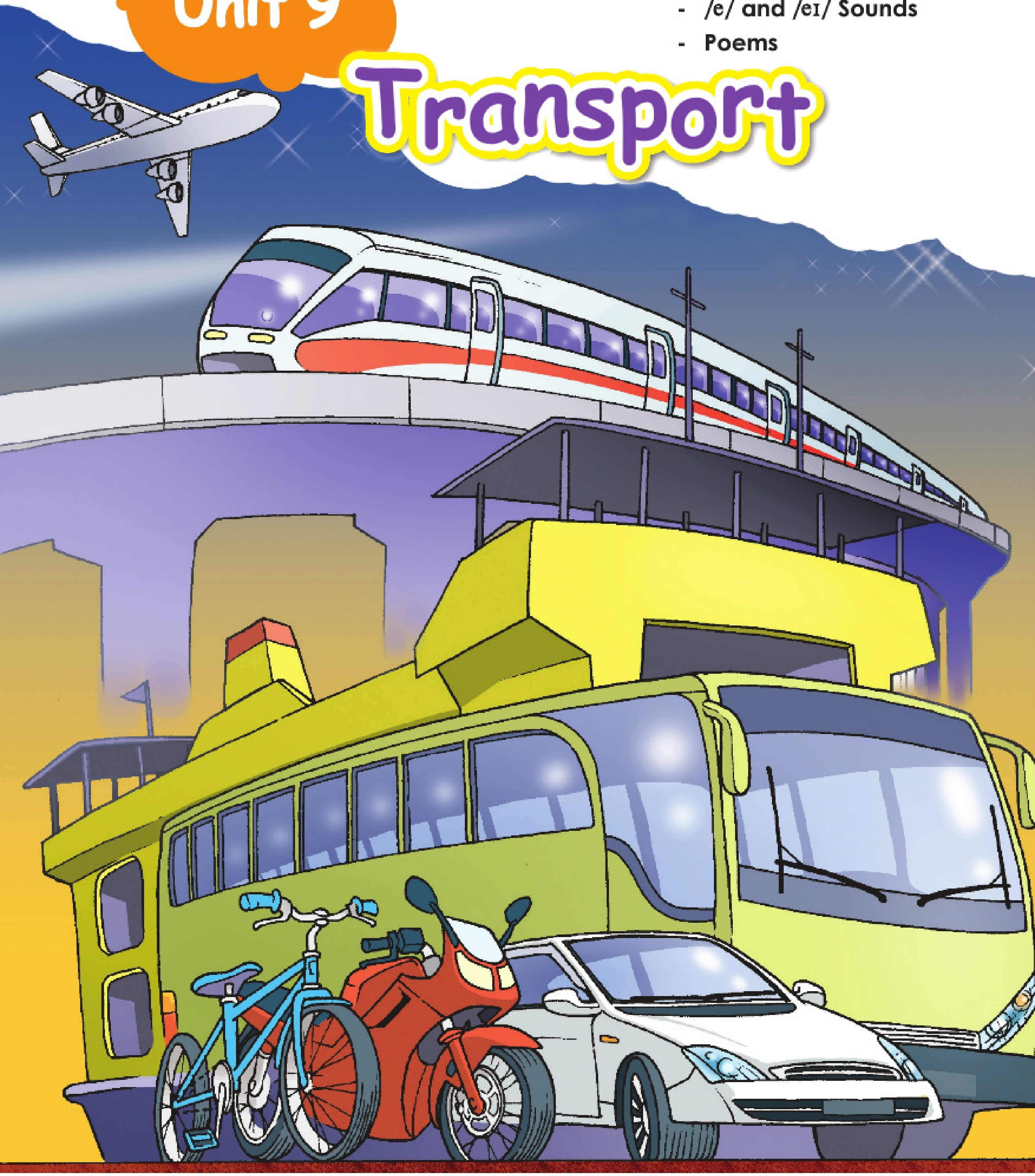
An acronym is *a word* which is formed by using the initials of a group of words. Here are some examples.

1.	AIDS	Acquired Immune Deficiency Syndrome
2.	ASEAN	Association of South East Asian Nations
3.	CALL	Computer Assisted Language Learning
4.	CD-ROM	Compact Disc Read Only Memory
5.	Interpol	International Criminal Police Organisation
6.	JPEG	Joint Photographic Experts Group
7.	Laser	Light amplification by stimulated emission of radiation
8.	NASA	National Aeronautics and Space Administration
9.	NATO	North Atlantic Treaty Organization
10.	Radar	Radio detection and ranging
11.	RAM	Random Access Memory
12.	ROM	Read Only Memory
13.	SARS	Severe Acute Respiratory Syndrome
14.	Scuba	Self-contained underwater breathing apparatus
15.	TEFL	Teaching of English as a Foreign Language
16.	TESOL	Teaching of English to Speakers of Other Languages
17.	UNESCAP	United Nations Economic and Social Commission for Asia and the Pacific
18.	UNESCO	United Nations, Educational, Scientific and Cultural Organisation
19.	UNICEF	United Nations International Children's Emergency Fund
20.	VISA	VISA International Service Association

Unit 9

- Transport
- Interrogative Pronouns
- /e/ and /eɪ/ Sounds
- Poems

Transport



Which mode of transport do you prefer to use? Why?

Listening

A Listen to the conversation among Sazzy, Fairul and Keng Hwa and then answer the questions below.

1. Why was Keng Hwa excited?

2. How did Keng Hwa's family use to travel together?

3. How were goods transported in the past?

4. When were bicycles invented?

5. What was used to power cars and trains in the past?

6. Who were the inventors of the first plane?

7. What did Fairul predict may happen in the future?

TIPS

Transport – the vehicles, such as cars, buses and trains, used in such a system

Transportation – a means or system of transporting

B 1. *Yew Jin and Rita are interviewing Mr Kasim, a car salesman with many years of experience. Listen to the interview.*

2. *Listen to the interview again and then fill in the blanks below.*

Interview with Mr Kasim

Common factors to consider when buying cars:

* Price – ❶ ______________________________
* Design – ❷ ______________________________
* Performance – ❸ ______________________________
* Others – ❹ ______________________________

Speaking

A Expressions
Comparing and contrasting old and new types of transport

What are the differences between cars of the past and the present?

In the past, A long time ago, Many years back, In the 1960s,	cars	were used to	________________

Currently, These days, In this modern age, Nowadays,	cars	are	________________

B *Create a dialogue to compare and contrast types of transport in the past and the present. Use the notes in the table below.*

	In the past	At present
Car	uses more fuel	safer – ABS (Anti-lock Breaking System)
Train	coal – pollution	electrically powered
Aeroplane	smaller	bigger capacity, more comfortable
Ship	slower	faster, air-conditioned
Bicycle	heavy, big	lighter, stylish

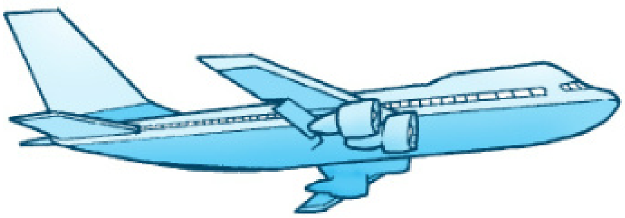
C. *Practise the conversation below with your friend.*

Bobby : Hi! Where are you going, Seng Wai?
Seng Wai : I'm going home.
Bobby : Oh, are you going to take the bus?
Seng Wai : Yes. I like to take the bus because I can reach home faster. What about you, Bobby?
Bobby : I cycle to school every day. This way, I can exercise too.
Seng Wai : Where do you live?
Bobby : I live not too far away, in Taman Dahlia.
Seng Wai : I see. I live in Taman Kenanga.
Bobby : Ok, I'll see you tomorrow, Seng Wai.
Seng Wai : Sure. Bye, Bobby.
Bobby : Bye!

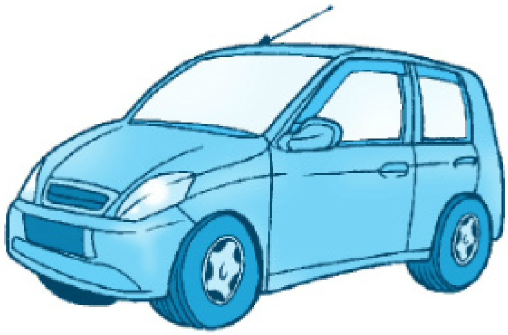
TIPS

Travellers may experience tiredness and drowsiness after a long journey in a plane. This is known as **jet lag.**

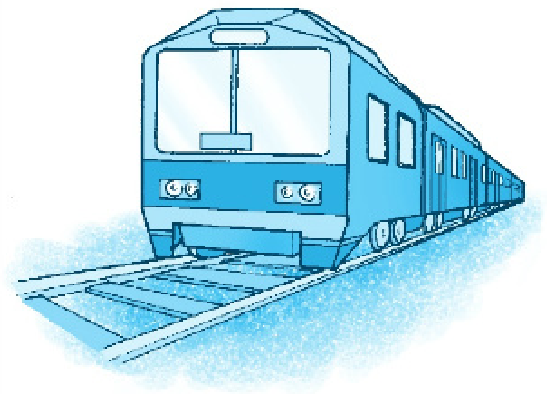
D. *Look at the pictures of the types of transport below. Take turns to describe them with your friend.*

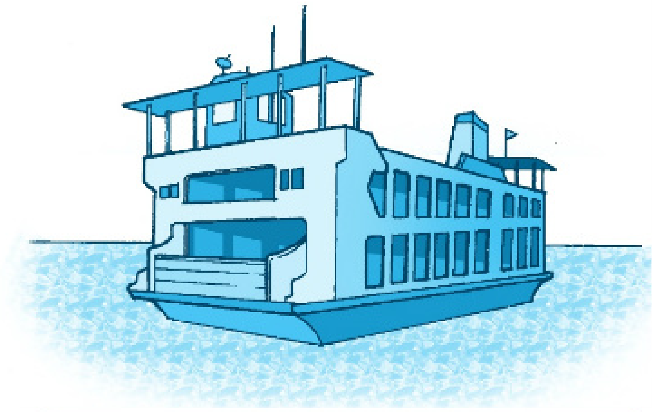


* Air
* Carry passengers and goods
* Can fly up to 855 km per hour



* Land
* Can only accomodate four passengers
* Require fuel





- Land
- Steam, diesel or electricity
- Require a railway line

- Water
- Normally used to transport goods or a large number of people
- Can travel to another country by sea

E *Discuss which mode of transport would you take to any one of these places listed below.*

- Pulau Langkawi, Kedah
- Sydney, Australia
- Bangkok, Thailand
- Cameron Highlands, Pahang

Discussion

Different types of transport help us get to our destination. However, accidents can happen. Choose a type of transport and discuss how we can avoid accidents. Present your answer to the class.

Reading

A Read the following passage.



One of the earliest modes of transport ever created and is still being used nowadays is the bicycle. A bicycle, or bike, may look simple, but it has ***evolved*** significantly since it was made by Baron von Drais in 1817. The first bicycle was made entirely out of wood. Known as the walking machine, it was very much ***similar*** to our present bicycles except that there were no pedals. The pedals were only added 48 years later. Before the pedals were added, people then had to push it with their feet on the ground to move it.

The basic shape of the bicycle has changed very little since the first chain-driven model was created around 1885. However, many important improvements have been made since then, especially in recent years using modern materials and designs created using computers to make them lighter, more functional and stylish. The ***remarkable*** thing about the bicycle is that it is used widely in many different human activities. While the bicycle is used as a child's toy for some, it is ***employed*** as a means of everyday transport in many parts of the world. It is also used in many cycle sports. Furthermore, almost all gymnasiums and health clubs are equipped with exercise bicycles which are important to keep our bodies fit and healthy.

The bicycle is an ***integral*** transport for leisure and work in many countries. In Finland, the Helsinki's City Bike Programme operates bicycle rental to allow anyone to travel using its specially designed green bicycle within the busy city conveniently. Bicycles have also been used in many occupations including the military, policing and delivery services. They do not cost much, and using bicycles is environmentally friendly. However, one of the disadvantages

of using bicycles is that they are slower than other motorised vehicles. Perhaps, the biggest danger of using a bicycle is that we are exposed to the risk of being hit by the larger motor vehicles which presently fill the world's roadways and this may lead to ***fatal*** accidents.

Vocabulary Check

significantly – greatly
risk – danger

B *The following words are found in the passage. Match the words in **Column A** with their meanings in **Column B**.*

Column A			Column B
1. evolved	*	*	utilised
2. similar	*	*	outstanding
3. remarkable	*	*	developed
4. employed	*	*	important
5. integral	*	*	deadly
6. fatal	*	*	alike

C *Fill in the blanks with the correct words from **Column A** in **Exercise B**.*

1. Fruits are an ____________ part of our diet.
2. Many animals on the earth have ____________ over millions of years.
3. Untreated cancer can become a ____________ disease.
4. The cleaning service company has been ____________ by the company since last year.
5. Bruce Lee was a ____________ movie star and Kung Fu master.
6. They were questioned by their teacher because their essays were ____________ .

D. *Circle the best answer from the options provided.*

1. When were the pedals added to the bicycle?
   A 1817
   B 1848
   C 1865
   D 1885

2. How did people in the past get the first bicycle to move?
   A They had to pedal the bicycle with their feet to move it.
   B They had to push their feet on the ground to move it.
   C They had to push their hands and feet on the ground to move it.
   D They had to put the pedals on and then pedalled the bicycle to move it.

3. What happened in the history of bicycles in 1885?
   A The basic shape of the bicycle was changed.
   B Metal was used to replace the wooden bicycle frame.
   C The body, wheels, pedals and seat were changed.
   D The first chain-driven bicycle was invented.

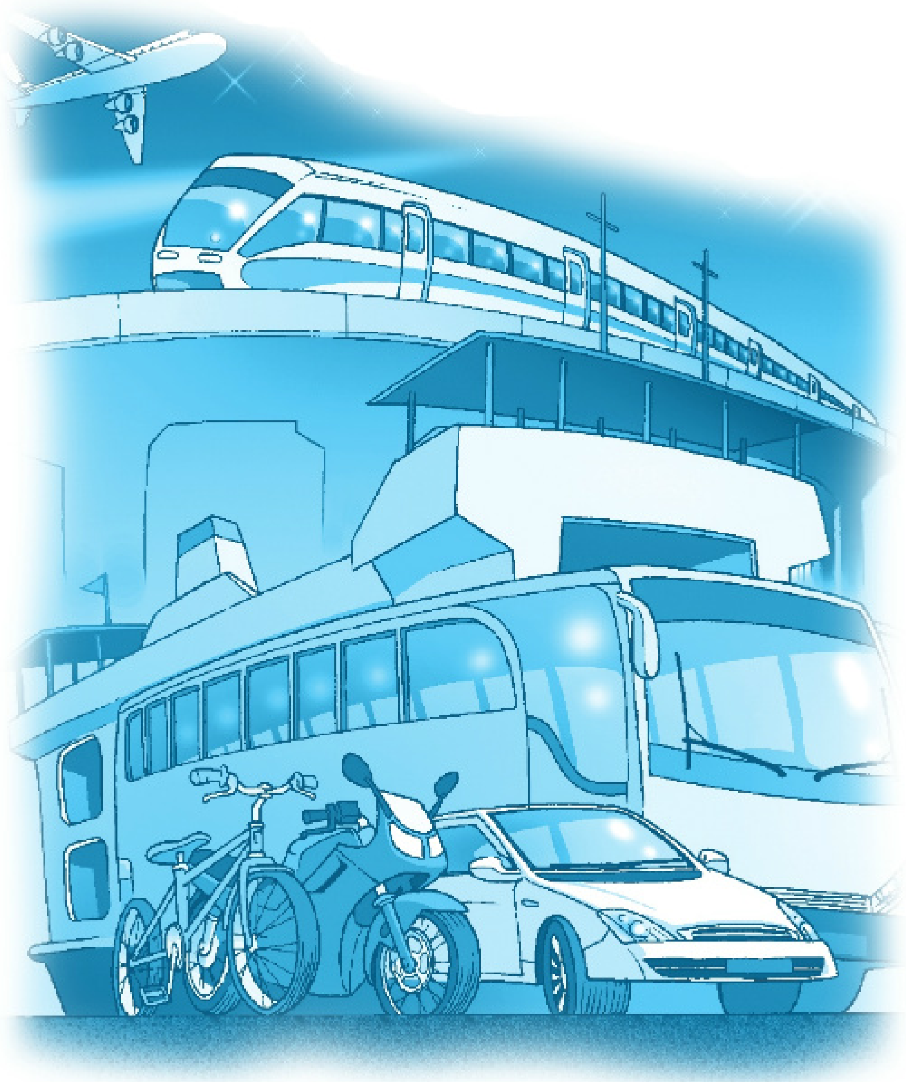
4. Based on the passage, which of the following is **NOT** true?
   A Some people use the bicycle as toys for their children.
   B Some people use the bicycle because they cannot buy a car.
   C Some people use the bicycle to participate in cycling race.
   D Some people use the bicycle to get from one place to another.

5. Which of the following people do **NOT** use bicycles in their occupations?
   A A security guard
   B A policeman
   C A postman
   D A soldier

6. Which of the following is a disadvantage of using the bicycle?
   A It is affordable to many people.
   B It is used to get people from one place to another.
   C It is used in military and delivery services.
   D It is slower than other motorised vehicles.

E Answer the following questions based on the passage.

1. Who invented the bicycle?
2. How was the first bicycle different from the ones that we have today?
3. What important improvements have been made to the bicycle in recent years?
4. Why are gymnasiums and health clubs equipped with exercise bicycles?
5. What are the disadvantages of using bicycles?
6. In your opinion, how are bicycles environmentally friendly?



Language

Interrogative Pronouns

The five interrogative pronouns are:

who whom whose what which

These interrogative pronouns take the place of a noun and are used in questions.

1. '***Who***', '***whom***' and '***whose***' are used to **ask something about a person**.
   Examples:
   - **Who** is that lady standing over there?
   - **Whom** did James go out with yesterday?
   - **Whose** dictionary is this?

2. '***Which***' is used to **ask something about a person or a thing**.
   Examples:
   - **Which** of these bags is yours?
   - **Which** of you can speak French?

3. '***What***' is used to **ask something about a thing**.
   Examples:
   - **What** do you want from me?
   - **What** are your hobbies?

Reminder

For who did Lisa buy this gift? (×)
For **whom** did Lisa buy this gift? (✓)

Grammar Info

This is Richard, **who** studies with me. (✓)
This is Richard, with **whom** I study. (✓)

Exercise 1

Fill in each of the following blanks with an appropriate Interrogative Pronoun.

1. __________ broke the window?
2. __________ did the teacher say just now?
3. __________ of these bicycles belongs to you?
4. __________ is this equipment for?
5. __________ are you talking to at the party?
6. __________ is the time?
7. __________ do you prefer, the blue tie or the leather belt?
8. __________ umbrella is this?
9. __________ is the answer to this question?
10. To __________ can we talk about this matter?

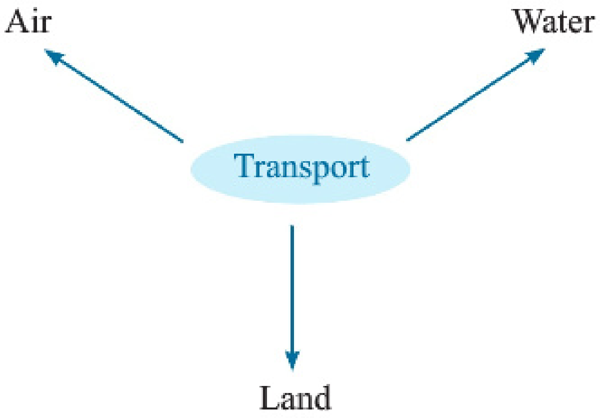
Exercise 2

Based on the following answers, write out the questions using the appropriate Interrogative Pronouns provided.

1. This CD belongs to Jackie. (whose)
2. The capital city of France is Paris. (what)
3. I prefer the blue bicycle to the pink one. (which)
4. She gave the letter to Desmond. (whom)
5. Mandy took your book. (who)
6. The currency of Japan is yen. (what)
7. She bought the cake for Linda. (whom)
8. Caroline's mother is a nurse. (whose)
9. The man in the blue shirt is my father. (who)
10. The one in black is my file. (which)

Writing

A *List the different types of transport that we have today according to the following three categories. Once you have listed them, discuss with your partner the advantages of each of the types of transport. You may like to use the following mind map to list your ideas.*



B *Choose one of the types of transport above, then using the points you have discussed, write a composition in not less than 120 words on the advantages of your chosen mode of transport.*

WRITING TIPS

You may want to use the following questions to help you write your composition:

- Which type of transport have you chosen?
- Who invented it and when was it invented?
- How different was the first or original type of transport compared to the ones we have today?
- Why do people use it?
- How does it work?
- What are the advantages of using it?

Sound System

/e/ and /eɪ/ Sounds

/e/	/eɪ/
pen	pain
L	ale
shed	shade
wet	wait
sell	sail
get	gate
tell	tail
test	taste
men	main
pepper	paper

A *Repeat the above words after your teacher. Listen for the difference between the /e/ and the /eɪ/ sounds.*

B *Can you tell the /e/ sound from the /eɪ/ sound in the sentences below?*

1. They tested the radio late yesterday.
2. Baker got a letter from Grey in April.
3. The rain in Spain stays mainly in the plains.
4. I met Fay in the same place last May.
5. Today James is taking the train at eight.

Enrichment

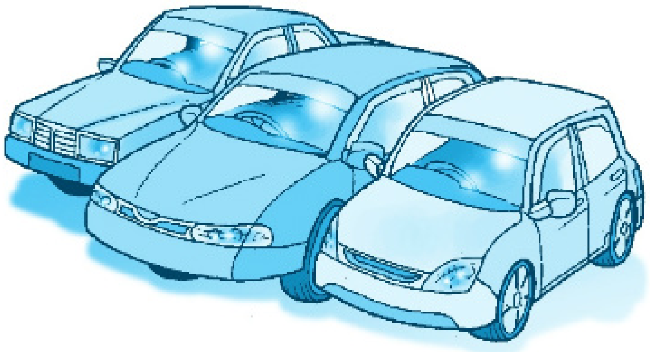
Acrostic Poem

An acrostic poem is a piece of writing in which the first letter of each line when combined with the other first letters form a word.

Example:

CARS

Commuting people from day to day
Allowing us to reach our destinations
Roads will be empty without them
Safety must be practised at all times



When writing your poem, remember to use your creativity and imagination to make it interesting. Remember to keep to the theme of the poem. If you are writing about cars, make sure whatever you write in the poem is related to cars. Also, you may want to make the poem rhyme.

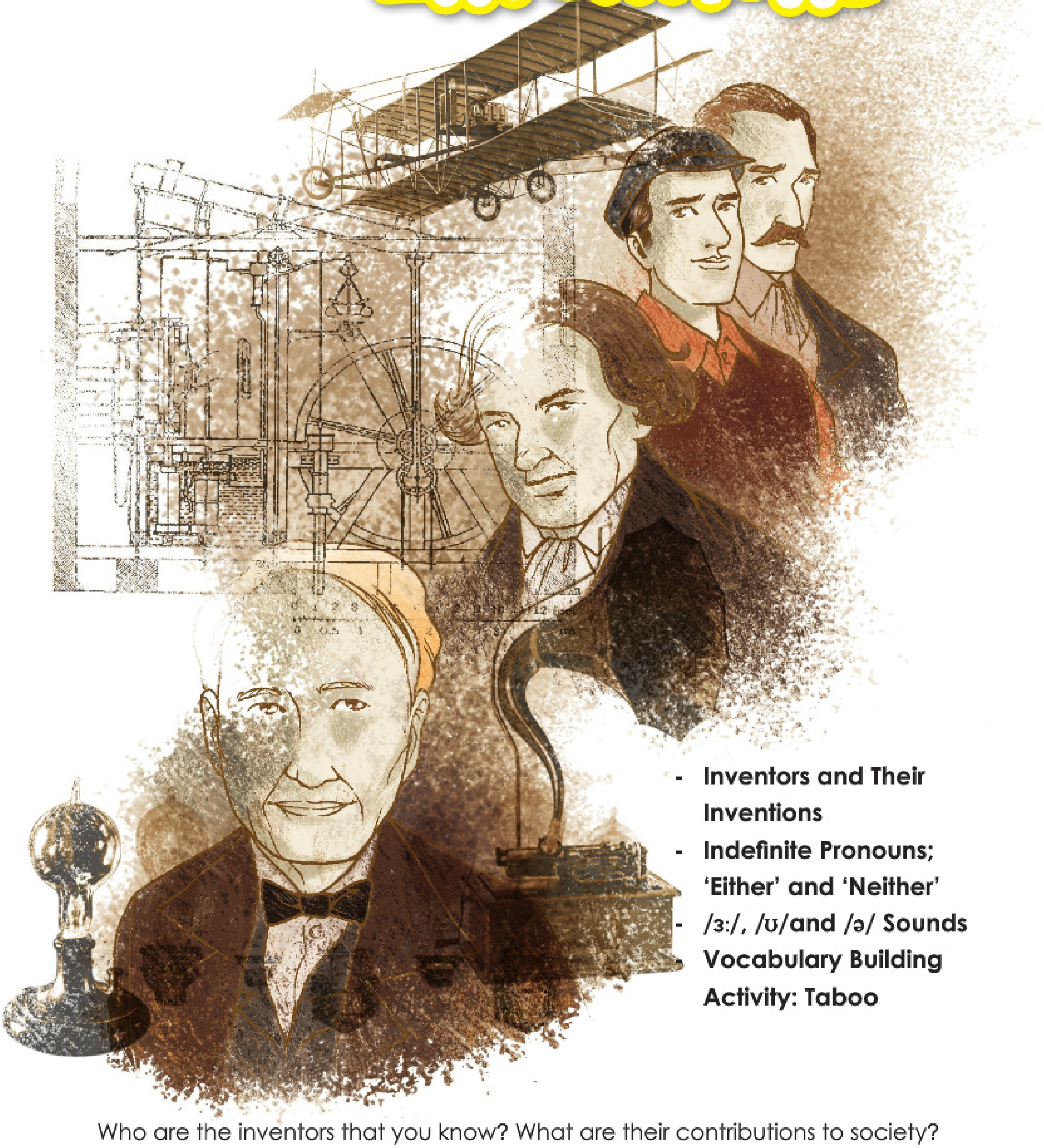
Exercise

Using any of the words below, write an acrostic poem with your partner.

BUSES	BICYCLES	VANS
TAXIS	BOATS	LORRIES
SHIPS	FERRIES	MOTORCYCLES
HELICOPTERS	AEROPLANES	VESSELS

Unit 9

Unit 10 Inventions



- Inventors and Their Inventions
- Indefinite Pronouns; 'Either' and 'Neither'
- /ɜː/, /ʊ/and /ə/ Sounds
- Vocabulary Building
- Activity: Taboo

Who are the inventors that you know? What are their contributions to society?

Listening

A 1. *Listen to the dialogue between Mrs Siah and Mrs Wong.*

2. *Listen to the dialogue again and then complete the paragraph below.*

Mrs Siah and Mrs Wong are at the mall.

Mrs Siah was fascinated by the (1) ______________ cooker because it could be used to cook in so many ways, such as to steam, (2) ______________, (3) ______________ and (4) ______________. On the other hand, Mrs Wong believed that there are other great inventions too, like the (5) ______________. This is definitely true. Hand-held computers that we have these days look so (6) ______________.

While Mrs Siah and Mrs Wong continued to shop around, they saw a few beautiful electrical (7) ______________. In the past, people had to use (8) ______________ and (9) ______________ in order to have light. Then, (10) ______________ lamps were introduced in the 19th century. Toilets were also different in the past. Water was not used but instead, (11) ______________ was used to cover human waste.

DID YOU KNOW?

Tele- is added to words like (tele-) communication, (tele-) vision and (tele-) conferencing. Tele- means over a long distance.

B 1. *Ken Junishiwa, the inventor of KenJu massage bed, is giving a speech. Listen to his speech, take notes and then answer the questions below.*

1. Why did Ken create a massage bed?

____

2. Where did Ken use to have his back massages?

3. How long did Ken take to make the massage bed?

4. How many massage beds did Ken make before finally making the right one?

5. Why did Ken make so many massage beds?

2. Listen to Ken's speech again and fill in the table below.

Kenju Massage Bed

Created by: (1) ____________________

Special Features

- Eight (2) ____________________
- Timer - (3) ____________________
- Most unique function - (4) ____________________
- This function warms (5) ____________________

____

Say it right

- A **massage** /ˈmæsɑːʒ/ is a body rub that is done to relieve joint pains or muscle stiffness.
- A **message** /ˈmesidʒ/ is a short note that you leave for another person.

Speaking

A Expressions

Asking for and giving factual information

When In what year	was	____________	invented? created?
____________	was	invented created	in the ______ century. in the year ______. in the ______s. circa ______.

Who	is the inventor of invented	____________?
____________	is the inventor of invented	____________.

B *With a partner, ask and give each other factual information using the information below.*

1. The telephone-Alexander Graham Bell-1876
2. The magnifying glass-Roger Bacon-13th century
3. The light bulb-Thomas Edison-1870s
4. The telescope-Isaac Newton-1668
5. Paper-Ts'ai Lun-104 AD

TIPS

- *Decade means a ten year period.*
- *Century refers to a period of 100 years*
- *Circa (Latin) – about*
  e.g. born circa 160 BC

C *Practise this dialogue with your friend.*

Hui Wei : Who is your favourite inventor, Gopal?
Gopal : I like Thomas Edison. He's really brilliant.

Hui Wei : Is that so?
Gopal : Yes, he invented the light bulb.
Hui Wei : Wow…
Gopal : Can you imagine not having electrical lights?
Hui Wei : I think it would be very inconvenient.
Gopal : Of course.
Hui Wei : When did he invent the light bulb?
Gopal : I think it was in the year 1668.

TIPS

- *To discover – to be the first person to find something or to know that something exists*
- *To invent – to make, design or think of a new type of thing*
- *To create – to make something exist that did not exist before*

*D Now use the information in **Exercise B** to create a similar dialogue.*

Hui Wei : Who is your favourite inventor, Gopal?
Gopal : I like (1) ____________________. He's really brilliant.
Hui Wei : Is that so?
Gopal : Yes, he invented (2) ____________________.
Hui Wei : Wow…
Gopal : Can you imagine not having (3) ____________________?
Hui Wei : I think it would be very inconvenient.
Gopal : Of course.
Hui Wei : When did he invent (4) ____________________?
Gopal : I think it was (5) ____________________.

Discussion

Inventions help us in our daily life. However, some inventions can be harmful or even dangerous to the human race. Identify one such invention and give reasons to support your answer.

____

____

____

____

Reading

A *Read the following passage.*



Many inventions have been intelligently and creatively invented. Among them are the ballpoint pen and the Liquid Paper.

In 1945, thousands of people rushed to the Gimbels Department Store in New York for the first sale of ballpoint pens in America. All the 10,000 pens were snapped up even though each was exorbitantly priced at $12.50. Surprisingly, the ballpoint pen was not invented then. It had already existed seven years earlier when a Hungarian journalist called Ladislas Biro invented it. People then had to dip their old-fashioned pens in a small bottle of ink, but the ink would take a long time to dry. Ladislas had his idea after he observed that the ink used in newspaper printing dried instantaneously. Along with his brother, Georg, they tried to market their pens in Argentina, but it was unsuccessful. Later, Milton Reynolds, a Chicago salesman, saw Ladislas' pen in Argentina and brought it to America. He was the first American manufacturer who made the deal with Gimbels Department Store and sold the first ballpoint pens successfully.

Another interesting invention that was around the same time was the Liquid Paper. It is a white substance used to cover up typing or writing errors on paper. It was invented by a single mother and an ordinary secretary called Bette Nesmith Graham in Dallas, America. Being a determined secretary, she always sought ways to correct her typing mistakes as those days in 1950s, people were still using the conventional and electric typewriters. So, there was no way that mistakes made on papers could be corrected without leaving smudges on them. In 1953,

after observing a window painter brushing over their smudges, she had the idea to use some tempera paint to cover up her mistakes. In 1956, she refined her mixture by using an electric mixer in her kitchen and called it 'Mistake Out'. Her invention sold like hot cakes when her colleagues found out about it. However, it was only two years later that it was renamed Liquid Paper by an office trade magazine.

Our quality of life has been much improved. Among all these, the ballpoint pen and the Liquid Paper have certainly made our life easier.

Vocabulary Check

observed – *noticed*
colleagues – *people you work with*

B *Complete the words with the help of the clues. The words are found in the passage.*

	Column A Clue	Column B Word
1.	sold out	___ N ___ ___ ___ E ___ ___ P
2.	expensively	___ ___ O ___ ___ I ___ ___ ___ T ___ ___
3.	immediately	___ ___ S ___ ___ N ___ ___ N ___ ___ U ___ ___ ___
4.	tried to find	___ O ___ ___ H ___
5.	old-fashioned	___ O ___ ___ E ___ ___ I ___ ___ A ___
6.	dirty marks	___ M ___ ___ G ___ ___

C *Fill in the blanks with the correct words from* ***Column B*** *in* ***Exercise B****.*

1. She ____________________ many teachers' advice before making her final decision to study overseas.
2. The new mobile phone model is ____________________ priced at RM1,888.00.
3. The villagers were still using the ____________________ method of cooking using charcoal.
4. The new singer's latest CD was so popular that it was ____________________ within hours.
5. There were some ____________________ on the report, so he was asked to rewrite it.
6. I was very lucky because when my car hit the fence, the airbag inflated ____________. So, I escaped the accident unhurt.

D For each statement below, write 'T' if the statement is true and 'F' if it is false.

1. The first ballpoint pen was invented by Milton Reynolds. ☐

2. The ballpoint pen was sold for $12.50 each at the Gimbels Department Store in 1945. ☐

3. Ladislas and Georg had successfully marketed their pens in Argentina. ☐

4. The Liquid Paper is a white substance used to cover up mistakes written or typed on paper. ☐

5. Bette had her idea of inventing the Liquid Paper after observing a window painter at work. ☐

6. Bette called her invention the Liquid Paper in 1956. ☐

E Answer the following questions based on the passage.

1. When was the ballpoint pen invented and who invented it?

2. How did people in the past use their old-fashioned pens?

3. How did the inventor get the idea of inventing the ballpoint pen?

4. What was Bette Nesmith Graham's occupation?

5. Why did the writer say that mistakes on paper could not be corrected before the Liquid Paper was invented?

6. What does the sentence 'Her invention sold like hot cakes when her colleagues found out about it' mean?

Language

Indefinite Pronouns

An indefinite pronoun takes the place of a noun which is not specified.

Singular Indefinite Pronouns

1. '***Anybody***', '***anyone***' '***everybody***', '***everyone***', '***nobody***', '***no one***', '***somebody***' and '***someone***' are used to replace **an indefinite person**. These pronouns take **singular verbs**.

   Examples:
   - **Everybody** *loves* to go shopping.
   - **Nobody** *is* at home now.
   - **Someone** *has* taken my car keys

2. '***Anything***', '***everything***', '***nothing***' and '***something***' are used to replace **an indefinite thing**. These pronouns take **singular verbs**.

   Examples:
   - **Anything** *is* possible if we have faith.
   - **Nothing** *was* stolen from that house.
   - **Something** *is* on my head.

3. '***Either***', '***neither***', '***another***', '***the other***', '***each***' and '***one***' are also used to replace an **indefinite person or thing**.

   Examples:
   - **Either** of the buses goes to Penang.
   - **Neither** of the teachers is married.
   - **Another** person was lost in the jungle yesterday.

Plural Indefinite Pronouns

'***Both***', '***few***', '***many***', '***others***' and '***several***' can be used to replace **an indefinite person or thing**. These pronouns take **plural verbs**.

Examples:

* **Both** are good for health.
* **Many** were killed in the accident.
* **A few** days are needed to complete this project.

Singular or Plural Indefinite Pronouns

'***All***', '***most***', '***some***' and '***none***' can be used to replace **an indefinite person or thing**. If the noun that is replaced is an **uncountable noun**, the indefinite pronoun will take a **singular verb**. If a **plural countable noun** is being replaced, a **plural verb** is used.

Examples:

* **All** the water has dried up.
* **All** the girls have left.

* **Some** of the flour is on the floor.
* **Some** people are waiting outside.

* **Most** of her money was spent on shoes.
* **Most** children do not like to eat vegetables.

Exercise 1

Fill in each of the following blanks with an appropriate Indefinite Pronoun.

1. There is ______________ (nothing/everything) to be afraid of.
2. ______________ (The other/Others) were very curious about what had happened.
3. Sally said ______________ (anybody/somebody) was knocking on the door.
4. I walked into the room and there wasn't ______________ (nobody/anyone) there.

5. The alarm will sound if ________________ (someone/both) tries to break into the house.

6. Is ________________ (someone/everyone) satisfied with the dinner?

7. ________________ (Many/Another) have donated to the fund.

8. ________________ (Each/A few) umbrella costs RM12.

9. We know ________________ (either/all) of the cakes tastes delicious.

10. During the meeting, ________________ (neither/several) of them was selected.

Exercise 2

Fill in each of the following blanks with an appropriate singular or plural verb.

1. Everything in this room ________________ (belong/belongs) to my brother.

2. None of the students ________________ (was/were) interested in going to the party.

3. Something ________________ (smell/smells) really awful.

4. When crossing the road, one ________________ (have/has) to be careful.

5. Some cooking oil ________________ (are/is) needed to fry the fish.

6. Neither of the books ________________ (is/are) here.

7. A few ________________ (was/were) sent to Kedah while others ________________ (were/was) kept in the library.

8. Anything ________________ (were/is) better than getting punished.

9. Another car ________________ (was/were) taken to the mechanic.

10. Most of the ladies ________________ (prefers/prefer) staying at home.

Reminder

- Another girls is coming. (×)
  Another **girl** is coming. (✓)
- The others girls won't be here. (×)
  The **other** girls won't be here. (✓)

Writing

A *If you were given a chance to invent something to make our life more convenient, what would it be? Write a description of your invention in not less than 120 words.*

WRITING TIPS

You may want to use the following questions to help you write your composition:

- What is your invention?
- What would you call it? Why do you call it by that name?
- How does it look like?
- What are the different features of your invention?
- What are the advantages or benefits of using it?
- Why would people use it?
- How will it make our life more easier?

B *Rewrite the following sentences as concisely as possible.*

e.g. Susan was watching television. She received a call when she was watching television. The call was from the hospital.
<u>While Susan was watching television, she received a call from the hospital.</u>

1. Last night, a thief entered my house by force. We were not at home. The thief took our television set, radio, video player, jewellery and money.

2. We ordered some ice creams and cakes. The ice creams and cakes contained a lot of sugar. They were terrible. We asked the waiter to take them back. Since we had already paid for them, we asked for our money back.

3. The taxi driver does not care about his passengers' safety. He drives his taxi very fast. He simply overtakes other vehicles whenever he likes. He also talks on his mobile phone when he drives.

4. The person who teaches Tammy English is Ms Chong. Tammy likes Ms Chong's class the most. Ms Chong makes her class laugh with her funny stories and explanations.

5. After the examination is over, we are going to have a big celebration. We are going to the McDonald's to have our lunch together. After that, we are going to watch a movie in a cinema. We are going to let our hair down.

6. Two people from Singapore died recently. What happened to these people was that they had eaten some puffer fish. The puffer fish were poisonous and that had killed them.

7. The village experienced a long period without rain. It had been without rain for three months already. The plants and crops planted by all the farmers were destroyed completely.

8. A lot of men, women and children died in Acheh. Acheh was hit by a tsunami. It destroyed the whole town which was located by the sea.

9. Learning English is very important. A person who is good at English can find employment easily. Those who are weak in English find it difficult to get a good job.

10. Linda is a person who always puts off all her work. She does not do her work immediately. She does all her work at the eleventh hour. When she does all her work, she finds it difficult and stressful to complete all her work before deadlines.

Sound System

/ɜː/, /ʊ/ and /ə/ Sounds

/ɜː/	/ʊ/	/ə/
c**ur**d	st**oo**d	farm**er**
sh**ir**t	g**oo**d	driv**er**
w**or**d	h**oo**d	teach**er**

A *Repeat the above words after your teacher.*

B *Listen to the short conversation between a slightly deaf waiter and a customer. Can you pick out the sound? (Hint: The sound is often used in words and syllables that are not important.)*

Customer : Waiter.
(Pause)

Customer : WAITER!

Waiter : Just a moment, Sir. First come first served, you know.

Customer : But I only want a glass of water.

Waiter : The glazier Walter? I think you've come to the wrong place. This is an ice-cream parlour.

Customer : You're right! This is the wrong place for me. I'll never ever set foot here again!

TIPS

- The /ə/ sound is very short. The /ə/ sound often comes in the names of occupations, e.g. farm**er**, driv**er**, teach**er** etc.

Enrichment

Taboo

Taboo is a 'word guessing' activity. The objective of the game is for a person to get his or her friends to guess a word without using certain clues that are given in a card. How does the game work?

1. First, form a group.
2. Members of the group will take turns to be the "giver" (the person who tries to make the other members guess the keyword).
3. The first member of the group will first pick a card with the "forbidden clues". These clues cannot be used by the giver. Example:

Keyword (Word to be guessed) →	**DREAM**
Forbidden clues	**SLEEP** **THINK** **NIGHT** **BED**

e.g. For the keyword – dream, other words that can be used :
on the bed, in your mind, something happens but it is not true etc.

4. He/she will have to use any other words besides the forbidden clues in order for the other group members to guess the Keyword (Word to be guessed). A point will be awarded to the group if the Keyword is guessed correctly.

5. If the giver uses any of the forbidden clues, the teacher or members of the opposing team will shout "Taboo!" or hit a bell or a buzzer. The giver will then have to move on to the next word and his group loses a point.

Let's play Taboo. Get your cards from your English teachers now!

Unit 10

Unit 11
Non-Verbal Communication

- Non-verbal Communication
- Question Tags
- Stress Patterns (Sentences)
- Newspaper in Education



What are some of the examples of non-verbal communication in your country?

Listening

A 1. *Listen to the dialogue between Ms Jaswinder and Natalie and then answer the questions below.*

2. *Put a tick (✓) if the statement is true and a cross (×) if the statement is false.*

1. Natalie was sitting on the table. ( )
2. Body language is a form of verbal communication. ( )
3. We can continue to communicate with others without speaking. ( )
4. Other types of non verbal communication are gestures, eye contact and facial expressions ( )
5. The boy looked bored because he kept yawning. ( )
6. Kelly was moaning because she was in pain. ( )

DID YOU KNOW?

Posture refers to the way a person holds his or her neck, back and shoulders, like the way a person sits, walks and stands.

B 1. *Listen to the report on Non-Verbal Communication and take short notes.*

2. *Listen to the report again and fill in the box below.*

	Effective	Not Effective
• Walking posture	Confident – (1)	Timid – (2)
• Hand gesture	Friendly/Confident – (3)	Nervous/unfriendly – (4)
• Eye contact	Sincere – (5)	Shy/Interested – (6)
• Attire	Appropriate – (7)	Not serious – (8) Disrespect – (9)

Speaking

A *Sylvia and Siew Lee are talking about non-verbal communication. Practise the conversation below with a friend.*

Sylvia	:	Siew Lee, what are you doing?
Siew Lee	:	I'm practising my eye contact.
Sylvia	:	Eye contact? Why?
Siew Lee	:	Well, I have a story telling presentation tomorrow.
Sylvia	:	So? How is that related to your eye contact?
Siew Lee	:	Well, eye contact is very important during a presentation because it will show if we're confident or nervous.
Sylvia	:	So what should we do?
Siew Lee	:	We should always maintain eye contact with our audience and be sincere.
Sylvia	:	I see… Oh, my mum is here. Thanks, Siew Lee. Best wishes for your presentation tomorrow.
Siew Lee	:	Thanks.

TIPS

When you go to a place or meet a person for the first time, you get the first impression of the thing or person. It refers to the opinion you have of that person or place.

B *Fill in the blanks below with a suitable word or phrase in brackets.*

Sylvia	:	Siew Lee, what are you doing?
Siew Lee	:	I'm practising my (1) ________________ (handshake/sitting posture).
Sylvia	:	(2) ________________ (handshake/sitting posture)? Why?
Siew Lee	:	Well, I have ________________ (an interview/a meeting) tomorrow.
Sylvia	:	So? How is that related to your (3) ________________ (meeting/interview)?
Siew Lee	:	Well, our (4) ________________ (handshake/sitting posture) is very important during (5) ________________ (an interview/a meeting) because it will show if we're confident or nervous.
Sylvia	:	So what should we do?

Siew Lee : We should always (6) ______________ (sit up straight and not slouch/ have a firm and confident handshake).

Sylvia : I see… Oh, my mum is here. Thanks, Siew Lee. Best wishes for tomorrow.

Siew Lee : Thanks.

C. *Take turns to ask your friend the questions below. Give a reason to support your answer and suggest how these people can improve their non verbal communication.*

1. What do you think of a person who drags his slippers while walking?
2. What is your opinion when you see a girl biting her finger nails?
3. What is your impression of a person who keeps frowning?

Discussion

How would you react when you see two guys hugging or holding hands. Explain how non-verbal communication can cause misunderstandings.

____

____

____

____

____

Reading

A Read the following passage.



Every day, we communicate in one way or another whether we know it or not. Both verbal and non-verbal communication are used during conversations. Verbal communication involves the use of words while non-verbal communication involves the use of facial expressions, eye contact and gestures. Using both types of communication help us put forward the message that we are trying to send.

However, non-verbal communication can also convey different messages to different people of different cultural backgrounds. While shaking one's head in most countries means 'no', it conveys the opposite meaning for Bulgarians. For them, nodding means 'no'. Yawning in public is frowned upon by the Belgians and French. In the Netherlands, maintaining eye contact during a conversation is important. However, staring at Indian women by men is not permissible.

In most countries, shaking hands is usually done during the first meeting between two strangers. However, the Japanese do not shake hands but bow to one another as a sign of respect. While direct touching between a man and a woman like handshaking and holding hands is common in most countries, it is uncommon and not acceptable in India and the Middle East. Showing the 'thumbs up' gesture means 'it's good', but in Bangladesh, it is obscene. For Greeks and Spanish, showing the 'OK sign' is considered rude, but it may be interpreted as 'money' by the Japanese. For Thais, patting someone's back is considered offensive. Most importantly, never pat the back of a Chinese when he or she is playing 'mahjong', a Chinese gambling game, because it is believed that you will pat his or her luck away. Of course, endless curses and scoldings will follow after that.

Therefore, we must be mindful of other people's cultures and our body language as the slightest gesture may affect the intended communication and offend others.

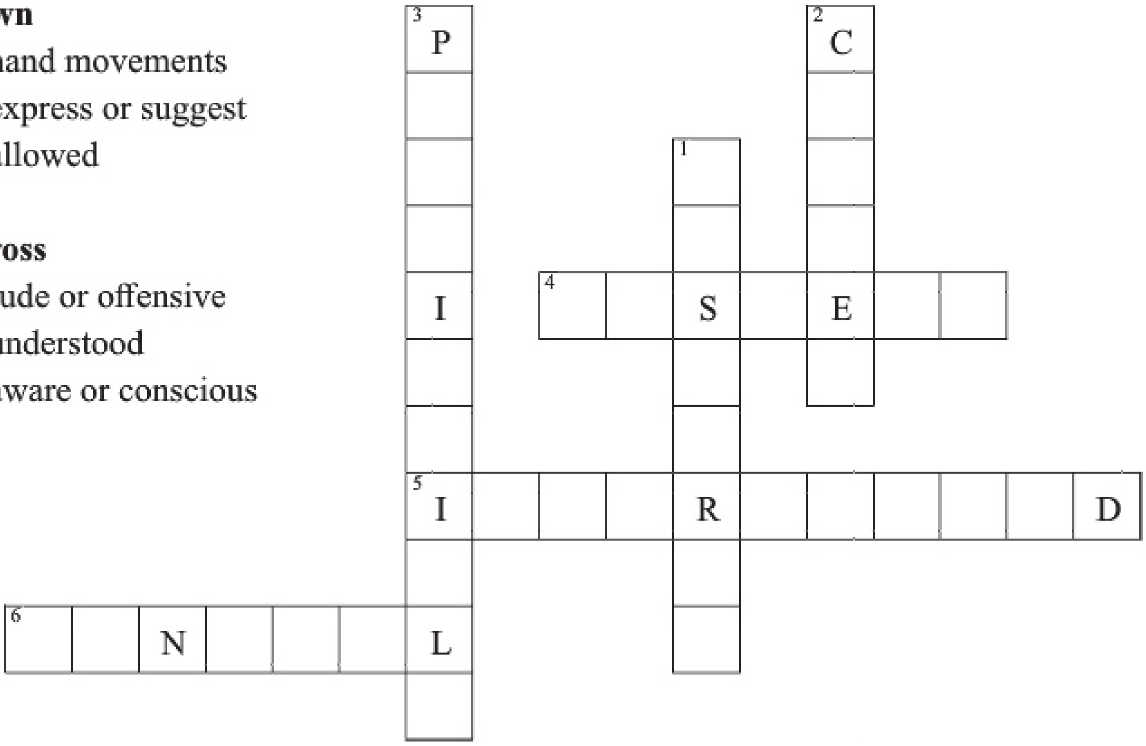
Vocabulary Check

frowned upon – not accepted
staring – looking intently

B *The words in the crossword puzzle are used in the passage. With the clues provided, complete it.*

Down
1. hand movements
2. express or suggest
3. allowed

Across
4. rude or offensive
5. understood
6. aware or conscious



C Fill in the blanks with the correct words from the crossword puzzle.

1. Smoking in this room is not ____________________.

2. We need to be ____________________ of what we say at the meeting.

3. Michael made an ____________________ remark about me, and it really hurts my feelings.

4. Jim made a lot of distracting ____________________ during his presentation that we could not concentrate on what he was saying.

5. "Please ____________________ my warmest regards to your parents," Shima said to Lydia.

6. I ____________________ his message wrongly because he did not write it clearly and he used a lot of short forms.

D For each statement below, write 'T' if the statement is true and 'F' if it is false.

1. Verbal communication involves the use of words. ☐

2. Non-verbal communication conveys the same messages to different people of different cultural background. ☐

3. The French do not like people who yawn in front of them. ☐

4. Handshaking and holding hands are common in India. ☐

5. Thais consider it offensive if you pat their back when they are playing mahjong. ☐

6. We must be aware of our own body language when we communicate with people from different countries. ☐

E Answer the following questions based on the passage.

1. Which of the following is **<u>NOT</u>** a form of non-verbal communication?
   A Facial expressions
   B Eye contact
   C Gestures
   D Language

2. What does shaking one's head in Bulgaria mean?
   A It means 'yes'.
   B It means 'no'.
   C It means 'maybe'.
   D It means 'I don't agree'.

3. What is frowned upon by the Belgians and French?
   A Shaking one's head in public.
   B Staring at one's eyes during a conversation.
   C Blowing one's nose in public.
   D Yawning in public.

4. What is **<u>NOT</u>** permissible in India?
   A Yawning loudly in public.
   B Blowing one's nose loudly in public.
   C Staring at an Indian woman by a man.
   D Showing the 'thumbs up' gesture to a woman.

5. Which of the following is **<u>NOT</u>** considered offensive by either Thais, Greek or Bangladeshis?
   A Yawning loudly in public.
   B Showing the 'OK sign'.
   C Showing the 'thumbs up' gesture.
   D Patting someone's back.

6. Why is it not advisable to pat the back of a Chinese when he or she is playing *mahjong*?
   A It is very painful when you pat his or her back hard.
   B It is considered very offensive to touch him or her.
   C It is believed that you will pat his or her luck away.
   D It is believed that you will absorb all his or her luck.

Language

Question Tags

Question tags are short questions that we put at the end of sentences in order to ask for confirmation.

1. For positive sentences with verbs ***'to be'***, question tags can be formed by **changing the verb to negative**.

Verb 'to be'	
Positive	***Negative***
Is	Isn't
Are	Aren't
Was	Wasn't
Were	Weren't

Examples:

* That *is* a dog, **isn't** it?
* You *are* Jennifer, **aren't** you?
* They *were* late for work, **weren't** they?

2. For negative sentences with verbs ***'to be'***, question tags can be formed by **changing the verb to positive**.

Examples:

* They *weren't* there, **were** they?
* He *isn't* your son, **is** he?
* We *aren't* going to the party, **are** we?

3. Sometimes, the subject of the sentence is not a Personal Pronoun, and so a suitable **Personal Pronoun has to be formed**.

Examples:

* John *is* at home, **isn't he**?
* Sally *can* cook, **can't she**?
* Your watch *doesn't* work, **does it**?
* My friends *will* help me, **won't they**?

4. For **positive** sentences with **modal verbs**, question tags can be formed by **changing the verb to negative**.

Modal Verb	
Positive	***Negative***
must	mustn't
should	shouldn't
can	can't
will	won't
shall	shan't

Examples:

- ✻ We *must* finish the work, **mustn't** we?
- ✻ She *should* listen to her mother, **shouldn't** she?
- ✻ They *can* carry the boxes, **can't** they?
- ✻ The letter *will* be delivered, **won't** it?

5. For **negative** sentences with **modal verbs**, question tags can be formed by **changing the verb to positive**.

Examples:

- ✻ He *mustn't* go to the market, **must** he?
- ✻ They *shouldn't* scold the little girl, **should** they?
- ✻ We *can't* buy the chocolates, **can** we?
- ✻ She *won't* be sick, **will** she?

6. When the verb ***'to be'*** is not used in the sentence, use the verb ***'to do'*** in the question tag.

Examples:

- ✻ She *enjoys* playing badminton, **doesn't** she?
- ✻ Kenny *told* you a lie, **didn't** he?

7. When a **command** is given, the question tag will make use of ***'will you'***.

Examples:

- ✻ Close the windows, **will** you?
- ✻ Switch on the lights, **will** you?

8. For positive sentences in the Perfect Tense, question tags can be formed by changing the verb to negative.

Examples:

- Jimmy *has* finished playing badminton, **hasn't** he?
- They *have* given us the money, **haven't** they?

9. For negative sentences in the Perfect Tense, question tags can be formed by changing the verb to positive.

Examples:

- She *hasn't* submitted her work, **has** she?
- The teachers *haven't* left school yet, **have** they?

Special Features:

1. When using 'I', question tags can be formed by changing the verb to negative. However, the verb in the question tag changes from 'am' to 'are' (and not *amn't*).

Example:

- I *am* beautiful, **aren't** I?

2. When "let's" is used, the verb in the question tag is "shall".

Example:

- *Let's* go to the zoo, **shall** we?

Reminder

- I am going to the party, am not I? (×)
  I am going to the party, **aren't I**? (✓)
- She can cook for you, can she? (×)
  She can cook for you, **can't she**? (✓)

Exercise 1

Fill in each of the following blanks with the appropriate Question Tag.

1. Stop complaining, ________________?
2. I am taller than you, ________________?
3. You are Mr Wong Kim Wai, ________________?
4. Johnny is working in the restaurant, ________________?
5. Sandy bought the groceries, ________________?
6. They don't like to play football, ________________?
7. Belinda hasn't been to Disneyland, ________________?
8. Your parents will send you the books, ________________?
9. Let's get Wei Tat a birthday gift, ________________?
10. There is more than enough for us, ________________?

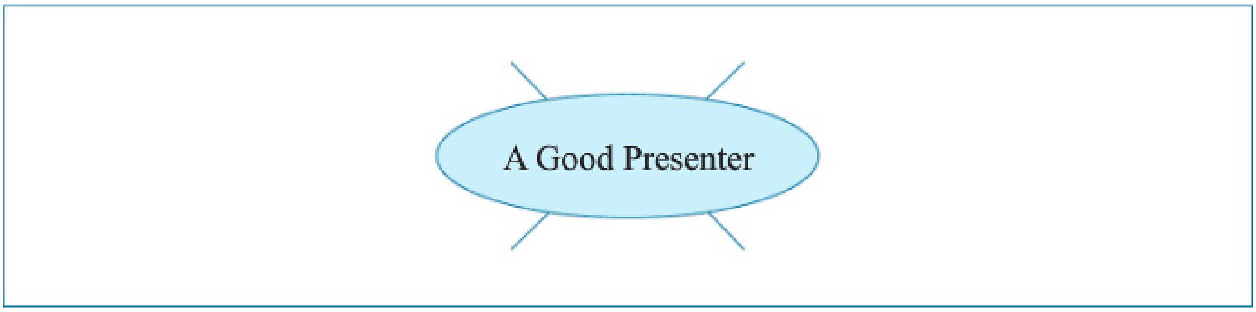
Exercise 2

Fill in each of the following blanks with an appropriate verb to match the Question Tag.

1. We ________________ enter the hall, can we?
2. I ________________ going to fail the exam, am I?
3. Jee Huey ________________ bought a blue bag, hasn't she?
4. You ________________ going to sleep now, aren't you?
5. English ________________ an interesting language, isn't it?
6. She ________________ late for her classes, wasn't she?
7. The house ________________ be sold to anyone else, will it?
8. Lim's car ________________ taken to the mechanic, wasn't it?
9. They ________________ obey their parents, shouldn't they?
10. The students ________________ be at the shopping centre now, should they?

Writing

A *What are the do's and don'ts that a presenter should consider to deliver an effective presentation? Discuss with your partner on what makes a good presenter. You may like to use the following mind map to develop your ideas.*



B *Using the points you have discussed and listed above, write a speech on 'How to Be a Good Presenter' in not less than 120 words.*

WRITING TIPS

In your introduction, you should:

a) greet everybody starting with the important people first
b) introduce yourself
c) introduce the title of your speech

e.g.
A very good morning to our principal, Mr Lee, vice-principal, Ms Chong, all the teachers and students. I am Keith Chan, the president of the English Language Society. I feel honoured to give you a speech on 'How to Improve our English'.

For your conclusion, you should:

a) summarise your speech or provide a concluding remark
b) thank everybody for listening to you

e.g.
Before I end, I would like to urge all of you to improve your English based on some of the ways that I have shared with you in my speech. Thank you for lending me your ears.

Sound System

Stress Patterns (Sentences)

You have learned that every English word belongs to one of several stress patterns. When words are joined together in a sentence, the more important words (such as the nouns, verbs, adjectives, adverbs and demonstratives) are generally stressed more than the other less important words. Look at the examples given below.

Stress Pattern 1: ● • ●

Examples:

● • ●
1. Try again.

● • ●
2. Hurry up.

● • ●
3. That's a lie!

Pattern 2: • ● •

Examples:

• ● •
1. I think so.

• ● •
2. He couldn't.

• ● •
3. It's early.

Look at the sentences below. Can you tell which stress pattern should be used with each sentence? (Hint: You must first decide which are the more important words in each sentence.)

1. What is that?
2. I'd like to.
3. Write it down.
4. She's ready.
5. I'm sorry.
6. Who're you?
7. Where's he from?
8. Here's some tea.
9. I've read it.
10. It's broken.

Enrichment

Newspaper In Education

From Your Point Of View

1. *Find pictures in the newspapers showing non-verbal communication (hugging, holding hands etc.). Cut them out, identify which cultural backgrounds do these non-verbal communications belong and give a short description of each.*

Non-verbal Communication	Cultural Background	Description

2. *Is your understanding of the above cultural practices differ from these people's true intentions? If so, compare them below.*

Their Intention	Your Understanding/Point of View

Unit 12

Review

- Review
- Stress Patterns (Sentences)



Speaking

Review

A *Circle the correct functions with the expressions provided.*

1. I believe that one day, you will be a millionaire.
   a) To agree
   b) To predict
   c) To give opinion

2. I believe you're right. It might rain today.
   a) To ask for information
   b) To compare and contrast
   c) To agree

3. When is the bus coming?
   a) To disagree
   b) To ask for information
   c) To predict

4. In the past, the weather was much cooler.
   a) To predict
   b) To agree
   c) To compare and contrast

5. I don't think that painting is nice.
   a) To compare and contrast
   b) To disagree
   c) To ask for information



B Write an expression for each of the functions given below using the clues provided in the bracket.

e.g.	Mary : I think studying English is boring. Sophie: (disagree – English – fun and interesting) I totally disagree. I think studying English is fun and interesting.

1. Sim Hui : It is better to take the bus to school.
   Tracy : (agree – bus – cheap and easily available)

   ____

2. Wahid : Rodigo is the best football player.
   Ramesh : (disagree – Santiago – better)

   ____

3. Monica : It is important to maintain eye contact during presentations.
   Meng Soon : (agree – confident and sincere)

   ____

4. Yvonne : Nowadays, everyone owns a handphone.
   Natasha : (agree –important and convenient)

   ____

5. Sri : The telephone was invented by Thomas Edison.
   Kok Meng : (disagree – Alexander Graham Bell -- 1876)

   ____

Language

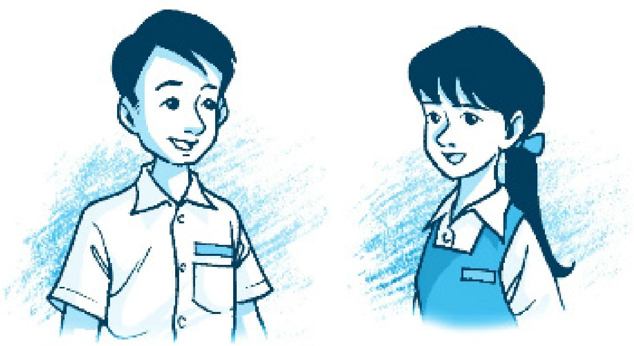
Review

Exercise 1

Form sentences with the words below, using the appropriate Present Participle.

e.g.	Benjamin – paint – garden – beautiful day
	Benjamin is painting at the garden because it is such a beautiful day.

1. Julia – drive – work
2. David – jog – at the park
3. read – many benefits.
4. Girl – crying – fell down
5. librarian – scold – boys – noisy
6. Hui Ling – sing – my favourite song
7. principal – give – speech – school hall
8. we – present – a gift – father – birthday
9. yesterday – watch – interest – movie
10. cat – run – dog – chase
11. Irene – cook – rat – kitchen
12. I – jacket – freezing



Exercise 2

Choose the suitable Relative Pronoun for the statements below.

1. The boy, ____________ the teacher praised, is very clever.
   A whom
   B who
   C whose

2. The diamond, ____________ costs RM20,000, was stolen.
   A who
   B which
   C whom

3. Ronaldo is the football player ____________ was injured during the match.
   A whose
   B who
   C which

4. I got to know a girl ____________ brother is a famous singer.
   A that
   B who
   C whose

5. Ning Li couldn't find the purse ____________ was given to her by her sister.
   A whom
   B that
   C whose

6. We saw the man ____________ the policemen were looking for.
   A who
   B whose
   C whom

7. Alvin was walking when he noticed something shinning ____________ caught his eye.
   A that
   B who
   C whom

8. Mrs Lye has been searching for the ring __________ her husband presented to her during their anniversary.
   A whose
   B which
   C who

9. The singer, __________ was kidnapped for a week, has been found.
   A whom
   B who
   C which

10. No one wanted to buy the house __________ everyone thought was haunted.
   A which
   B whom
   C whose

Exercise 3

Choose the correct words to form questions using Interrogative Pronouns.

1. (Whom/Who) __________ bought the bicycle for Siow Hui?
2. (Which/Whose) __________ is your car?
3. (Where/Who) __________ do you feel like going during the holidays?
4. (Whom/Who) __________ did the teacher see yesterday?
5. (Whom/Who) __________ is the teacher calling?
6. (What/Whom) __________ is a magnifying glass?
7. (Who/Whose) __________ hair is longer than mine?
8. (Where/Which) __________ does this bus stop?
9. (Who/Whose) __________ is the tallest girl in class?

10. To (who/whom) __________ did he give the flowers?

11. (Which/Whose) __________ dress suits me better?

12. (What/Where) __________ is big and can travel on water?

Exercise 4

Fill in each of the following blanks with an appropriate Indefinite Pronoun.

One day, (1) __________ (someone, everyone) stole (2) __________ (a few/other) computers from our school. Mrs Teo and Ms Chin were the first to arrive at school that day. (3) __________ (Another/Other) teachers had not arrived yet. (4) __________ (Both/All) of them had noticed that the door of the computer laboratory was open so they went in to take a look. They knew (5) __________ (nothing/something) was wrong when they had entered the laboratory. The place was in a mess and (6) __________ (everything/anything) was on the floor. There were only two computers left. (7) __________ (Either/Neither) of them knew what to do so they called the security guard who alerted the police. (8) __________ (Many/All) the students and teachers in school were shocked. (9) __________ (Everybody/Somebody) wanted to know who had stole the computers but (10) __________ (nobody/anybody) knew who did it.

Exercise 5

Add the appropriate Question Tag to each of these sentences.

1. He shouldn't throw the clothing away, ______________________________
2. The girl doesn't have any parents, ______________________________
3. There are three students in the class, ______________________________
4. Let's have dinner at the new restaurant, ______________________________
5. I am the new president of the club, ______________________________
6. Please clean your room, ______________________________
7. We must return the books to the library, ______________________________
8. Tin Wei hates taking medicine, ______________________________
9. Your sister has gone to Japan, ______________________________
10. No one will hurt my dog, ______________________________
11. They can't take the radio away, ______________________________
12. He painted all the chairs and tables, ______________________________

Writing

Review

A Match the following expressions with their meanings

	Phrasal verb			Meaning
1.	brush aside	*	*	to be attracted to
2.	stand by	*	*	improve one's knowledge
3.	blow up	*	*	support
4.	brush up	*	*	cancel
5.	cheer up	*	*	continue
6.	fall for	*	*	ignore
7.	call off	*	*	understand
8.	figure out	*	*	retreat
9.	back away	*	*	become angry
10.	carry on	*	*	be happier

B *Now that you have understood the meaning of the phrasal verbs above, write a sentence using the following phrasal verbs.*

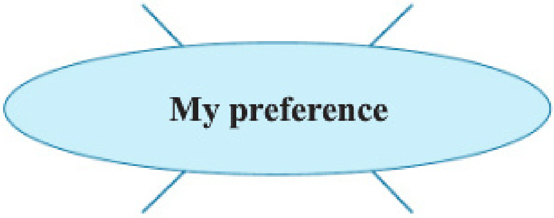
1. brush aside
2. stand by
3. blow up
4. brush up
5. cheer up
6. fall for
7. call off
8. figure out
9. back away
10. carry on

WRITING TIPS

A phrasal verb is a combination of a verb and a preposition. For example, 'break up' is a phrasal verb meaning 'to split or go separate ways'. Do you know of any others? Share them with your classmates.

Remember to use some phrasal verbs in your writing.

C *Would you prefer reading books or watching television? First, think about the advantages and disadvantages of both, and draw a mind map to develop your ideas. You may also like to discuss with your friends.*



D *Using some of the points you have written, write a composition in not less than 120 words on your preference above.*

Sound System

Stress Patterns (Sentences)

In Unit 11, you have learned two stress patterns.

Stress Pattern 1: Let's go now.

Stress Pattern 2: He shot her.

Here are two more stress patterns. Listen carefully as your teacher reads the examples.

Stress Pattern 3: • ● • •

Examples:

1. He wanted it.
2. I've heard of it.
3. There isn't one.

Stress Pattern 4: ● • • ●

Examples:

1. He wanted it.
2. I've heard of it.
3. There isn't one.

A *Say the following sentences aloud with Stress Pattern 3. Then say them again using Stress Pattern 4.*

1. They've finished it.
2. He lent me one.
3. Send me a card.
4. Let's give her some.
5. Be nice to them.
6. I've paid for it.
7. Where have they gone?
8. What have you done?
9. Give us some food.
10. This one is in.

B *It is possible to use either Stress Pattern 3 or Stress Pattern 4 with these sentences but there is a difference in meaning. Can you tell how the meanings differ?*